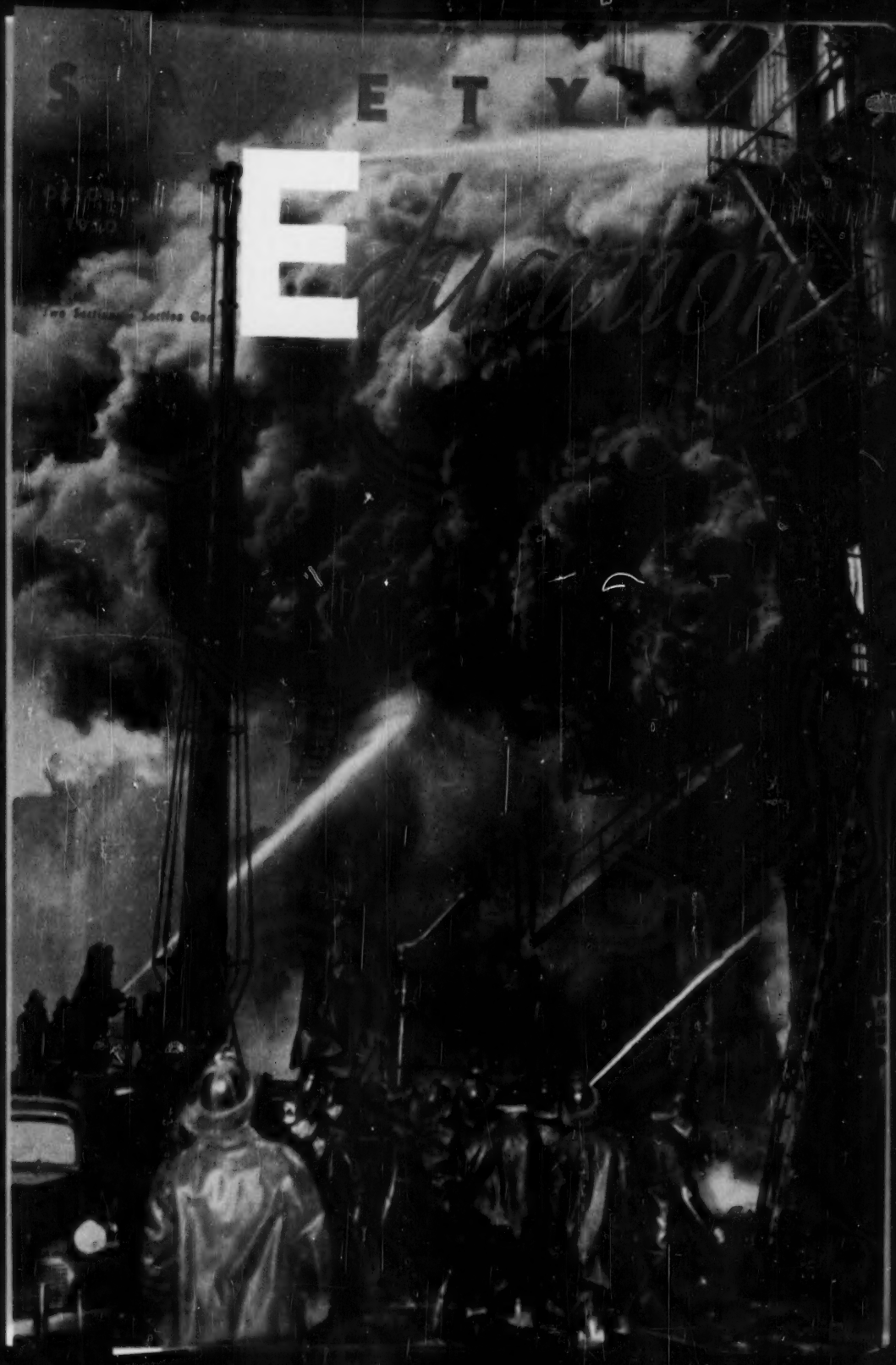
SAFETY
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Two Sections Section Ou

The **NATIONAL SAFETY COUNCIL**, the heart of the safety movement in America, collects and distributes information about accidents and methods for their prevention. Organized on a nonprofit basis, the Council promotes safety in industry, traffic, school, home and on the farm.

SAFETY EDUCATION is the official publication of the School and College Division of the Council.

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NED H. DEARBORN, president, National Safety Council

WAYNE P. HUGHES, director, School and College Division

JOHN W. STUDEBAKER, vice president for schools and colleges, National Safety Council

School and College Conference, 1949-50

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SAFETY Education

Volume XXX
No. 2
Section One

• • A MAGAZINE FOR TEACHERS AND ADMINISTRATORS

EDUCATIONAL PRESS ASSOCIATION OF AMERICA

BEATRICE BECKETT, *Editor*
C. H. MILLER, *Advertising Manager*
BILL ANDREWS, *Editorial Director*

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Cover Picture—Fires cause thousands of dollars worth of damage every year. Most of them are caused by human carelessness. Treat fire, in any form, with respect, and help prevent the great fire losses in this country. From "The Great Pictures—1949," the book of the sixth annual News Pictures of the Year competition jointly sponsored by the Encyclopaedia Britannica Book of the Year and the University of Missouri school of Journalism. Photo by Pat Candido, New York Daily News.

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SCHOOL AND COLLEGE COMMITTEES

Safety Education Supervisors' Section
Chairman: **GORDON C. GRAHAM**, Supervisor of Safety Education, Public Schools, Detroit, Mich.

Elementary School Section
Chairman: **JAMES W. MANN**, Principal, Hubbard Woods School, Winnetka, Ill.

Secondary School Committee
Chairman: **PETER B. RITZMA**, District Superintendent of Schools, Chicago Public Schools, Chicago, Ill.

Higher Education Committee
Chairman: **MALCOLM PRICE**, President, Iowa State Teachers College, Cedar Falls, Iowa.

Driver Education Section
Chairman: **N. O. SCHNEIDER**, Director, School and College Division, New Jersey State Safety Council, Newark, N. J.

School Transportation Committee
Chairman: **MAURICE G. OSBORNE**, Chief, Bureau of Field Services, State Dept. of Education, Albany, N. Y.

School Plant Planning Committee
Chairman: **THOMAS J. HIGGINS**, Director, Division of School Building Survey, Chicago Public Schools, Chicago, Ill.

Standard Student Accident Report Committee
Chairman: **ZENAS R. CLARK**, Adm. Asst., Wilmington (Del.) Public Schools.

Contents of SAFETY EDUCATION are regularly listed in "Education Index."

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Fire Department TEACHES Fire Prevention

by WALTER SCOWCROFT

EVERY progressive fire department engages in fire prevention and safety education. And every fire department knows that it obtains best results by training the young people of the community.

Of course, smaller communities have the greater advantage in this youth education program because, in most small communities, the local fire department is not so busy fighting fires that it cannot spend the time and effort necessary to initiate and continue a comprehensive fire safety program.

Here in Palos Heights, a suburb of Chicago, the volunteer fire department is one of the most active organizations in the community. We have a fire and accident prevention program that includes such youth organizations as the Cub Scouts, Boy Scouts, Brownies and Girl Scouts.

The boys and young men of the community are intensely interested in fire prevention. The girls are proving quite as adept as the boys in handling fire extinguishers and in cooperating in eliminating hazards.

The Palos Heights fire department feels that the success of the fire prevention program depends upon the thoroughness of the instruction. We have found that merely pointing out the hazards that cause fires or the careless acts that start fires is not enough to arouse interest and action. Boys and girls "learn by doing." We have adopted this technique in our program.

We do not attempt to make fire fighters of every boy and girl in the community, but we use "learning by doing" education to overcome fear and to give young people confidence and the "know how" that is so valuable not only in the event of fire or accident but also in prevention of both fires and accidents.

We teach the girls how to handle various types of extinguishers commonly available in

MR. SCOWCROFT is chief of the fire department, Palos Heights, Ill.

Boy Scouts learn use of extinguishers by putting out actual fires under the watchful eyes of firemen.

SAFETY EDUCATION CHICAGO, ILL. OCTOBER, 1950 Vol. 30, No. 2 Section 2

NATIONAL SAFETY COUNCIL CHICAGO, • PRINTED IN U.S.A.

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NATIONAL SAFETY COUNCIL CHICAGO, • PRINTED IN U. S. A.

S-9045-A

homes, stores and factories. The construction of these extinguishers is carefully explained, and then we demonstrate how to use them. We are careful to explain and demonstrate why different types of extinguishers are used for different types of fires. Finally, we build various types of fires, and the girls are allowed actually to extinguish them according to previous instructions.

Some people may doubt the wisdom of our type of instruction but if they could see most of these girls conquer fear and excitement and actually do something beneficial, they would be convinced that tomorrow's housewife will be a greater asset to her family and home than her mother was when danger confronted the family.

The boys are not only instructed in the use of fire extinguishers, the same as the girls, but, in addition, the boys are shown the various tools and equipment used in fire fighting and why they are used. Firemen give demonstrations of the use of fire-fighting equipment and why each piece is used, but the boys are not allowed actually to use the equipment themselves.

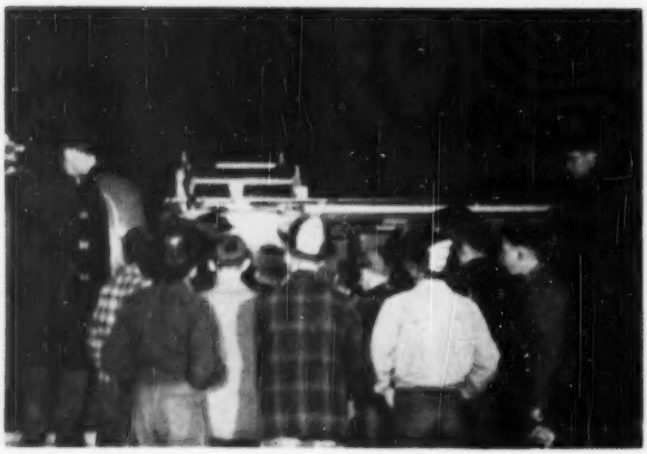
We believe this demonstration of the use of fire-fighting equipment helps the boys to understand the equipment and its importance. We especially believe, and experience has proved, that no boy who understands is going to damage this equipment through mischievousness, nor is he going to allow any other boy in his company to do anything which will damage the equipment and prevent its use in time of emergency.

Another important result of our fire prevention and safety education program is the friendship and confidence we obtain from these boys and girls. The fire department is their friend and renders them invaluable assistance in time of need.

Every year we train about 70 Cub, Boy and Girl Scouts and, in addition, about 600 grade school children. This training includes an essay contest, demonstrations with school fire extinguishers, an open night at the fire station and general co-operation and friendliness all the year round.

A voluntary essay contest is available to students in the 5th, 6th, 7th and 8th grades. This is not compulsory, but we have found that about 150 of a possible 250 contestants submit entries for the essay contest. The volunteer fire department buys and gives an award—cameras, watches, fountain pens—for the best essay submitted by each grade.

Palos Heights is safety conscious, and we have reduced the number of fires in our community since we have initiated this comprehensive fire prevention and safety education program.



Upper Left — Cub Scouts, too, receive training in importance of fire-fighting equipment. Left — Older boys and young men learn about fire-fighting and truck equipment.

The TIME

The PLACE

The PROGRAM

AGAIN, Chicago is the city — and the Morrison hotel is the meeting place. The time is October 16 through 20. The occasion? The 38th National Safety Congress and Exposition of the National Safety Council.

School and College Division Program

Monday Afternoon

October 16, Morrison Hotel
Second Floor, Parlor F

Session No. 1

Business Meeting
Safety Education Supervisors Section, N.S.C.

Presiding: GORDON C. GRAHAM, Supvr., Safety Education Dept., Public Schools, Detroit; General Chairman, Safety Education Supervisors Section, N.S.C.

1:00 **Report of Standards Committee.**
LONNIE GILLILAND, Co-ordinator of Safety Education, Public Schools, Oklahoma City, Okla.; Chairman.

1:15 **Report of Membership Review Committee.**
MARY MAY WYMAN, Supvr., Safety & Special Education, Public Schools, Louisville, Ky.; Chairman.

1:20 **Report of Membership Promotion Committee.**
ZENAS R. CLARK, Administrative Asst., Public Schools, Wilmington, Del.; Chairman.

1:25 **Report of Administrative Service Evaluation Committee.**
C. W. HIPPLER, Dir., Child Welfare & Safety Education, Public Schools, Pasadena, Calif.; Vice-Chairman, Safety Education Supervisors Section, N.S.C.

1:35 **Report of Congress Program Committee.**
W. C. YEAGER, Dir. of Safety Education, Public Schools, Sioux City, Iowa; Chairman.

1:40 **Report of Congress Program Evaluation Committee.**
JAMES J. GRIFFIN, Co-ordinator of Safety, Public Schools, Chicago; Chairman.

1:45 **Report of Nominating Committee.**
SALEN HERKE, Dir. of Safety, Public Schools, Peoria, Ill.; Chairman.

School and College Conference Education Exhibit

Morrison Hotel
Room 440
October 14-20

Monday Afternoon

October 16, Morrison Hotel
Mezzanine, Hollywood Room

Session No. 2

General Session
The Contribution of Educational Thought to Safety

Presiding: GORDON C. GRAHAM, Supvr., Safety Education Dept., Public Schools, Detroit; General Chairman, Safety Education Supervisors Section, N.S.C.

2:00 **Child Development and What It Suggests for Safety Education.**
HAROLD G. SHANE, Prof. of Education, Northwestern University, Evanston, Ill.

2:40 **Questions.**

2:55 **Mental Health Reinforces Safety Education.**
HELEN ROSS, Administrative Dir., The Institute for Psychoanalysis, Chicago.

3:30 **Questions.**

3:45 **Honoring the Retiring General Chairman.**
WAYNE P. HUGHES, Dir., School and College Div., National Safety Council, Chicago.

Monday Afternoon

October 16, Morrison Hotel
Second Floor, Roosevelt Room
4:00 o'clock

Reception

Monday Evening

October 16, Morrison Hotel
Mezzanine, Hollywood Room

Session No. 3

Group Meeting of Safety Education Supervisors Section, N.S.C.

Presiding: C. W. HIPPLER, Dir., Child Welfare & Safety Education, Public Schools, Pasadena, Calif.; Vice-Chairman, Safety Education Supervisors Section, N.S.C.

7:00 **Fire Drills. (Film)**
WALTER E. THURSTON, Supvr. of Health, Physical Education and Safety, Public Schools, Mishawaka, Ind.

7:45 **Keeping the School Plant Safe.**
V. HARRY RHODES, Commissioner of School Buildings, Board of Education, St. Louis, Mo.

8:00 **Getting Them There Safely. (A Symposium)**
Discussion Leader—J. GUY ROWLAND, Dir. of School Transportation, State Dept. of Public Instruction, Olympia, Wash.

(a) **In a City.**
F. R. WEST, Supvr. of Transportation, Shoreline Public Schools, Seattle, Wash.

(b) **In a State.**
LESLIE R. SILVERNALE, Co-ordinator, Driver Education, Continuing Education Service, Michigan State College, East Lansing, Mich.

Tuesday Morning

October 17, Morrison Hotel
Mezzanine, Hollywood Room

Session No. 4

Group Meetings on Secondary Schools

Presiding: PETER B. RITZMA, District Supt. of High Schools, Chicago Public Schools, Chicago; Chairman, Secondary School Committee, N.S.C.

9:45 **Orientation Period—Bringing Secondary School Delegates Up-to-the-Minute Data on Critical Problems in Selected Safety Areas. (A Symposium)**

(a) **Industrial Safety.**
GEORGE F. NUERNBERGER, Safety Eng., A. B. Dick Co., Chicago; Member, A.S.S.E.

10:05 (b) **Fire Prevention.**
T. ALFRED FLEMING, Former Head, Conservation Department, National Board of Fire Underwriters, New York, N. Y.

10:25 (c) **Traffic Safety.**
FRANKLIN M. KREML, Dir., Traffic Institute, Northwestern University, and Traffic Div., International Association of Chiefs of Police, Evanston, Ill.

10:45 **Buzz Session—A Period for Delegates to Ask Questions on General Safety Education in the Secondary School. All Questions Will Be Referred to Work Conferences.**

11:15 **Organization Meetings of Work Conferences.**

Mezzanine, Hollywood Room

Group A—Improving the General Safety Education Curriculum.

Chairman—JOHN E. CORBALLY, Prof. of Secondary Education, University of Washington, Seattle, Wash.; Chairman, Membership Services Evaluation Committee, Higher Education Committee, N.S.C.

Recorder—C. BENTON MANLEY, Principal, Senior High School, Springfield, Mo.

Consultants—RUPERT N. EVANS, Asst. Prof. of Industrial Education, University of Illinois, Urbana, Ill.

HERMAN J. NORTON, Dir., Health and Physical Education, Public Schools, Rochester, N. Y.

ELIZABETH SPRINGER, Physical Education Instructor, College Area Joint Schools, State College, Pa.

Mezzanine, Embassy Room

Group B—Expanding Student Participation in the Secondary School Safety Program.

Chairman—D. WILLARD ZAHN, Chairman, Committee on Safety, and Superintendent, District No. 1, Philadelphia Public Schools, Philadelphia, Pa.

Recorder—CHARLES J. KRAFT, JR., Assistant Dir., Health Education, Board of Education, City of New York, Brooklyn, N. Y.

Consultants—H. C. DAVIS, Principal, Lincoln School, Kalamazoo, Mich.

D. W. HORTIN, Asst. Principal & Sponsor of Student Council, Du Quoin Township High School, Du Quoin, Ill.

Tuesday Afternoon

October 17, Morrison Hotel

Session No. 5

2:00 **Continuation of Work Conferences.**

Mezzanine, Hollywood Room

Group A—Improving the General Safety Education Curriculum.

Mezzanine, Embassy Room

Group B—Expanding Student Participation in the Secondary School Safety Program.

Combined Meeting of Work Conferences

3:40 **Developing the Well-Rounded Program in the Secondary Schools.**
HERBERT J. STACK, Dir., Center for Safety Education, New York University, New York City.

Tuesday Afternoon

October 17, Morrison Hotel
Second Floor, Parlor F

Session No. 6

Group Meeting on Safety in Vocational Education Sponsored by the Joint Safety Committee of the American Vocational Association—National Safety Council

Presiding: FRANK C. MOORE, Pres., American Vocational Assn., Inc., & Directing Supvr. of Industrial Arts, Cleveland Public Schools, Cleveland.

2:00 **Color Dynamics in the School.**
N. A. MASON, Mgr., Maintenance-Painter Sales, Pittsburgh Plate Glass Co., Pittsburgh, Pa.

2:30 **Making Home Safety Personal.**
IRENE L. MUNTZ, Home Service Dir., Rochester Gas & Electric Corp., Rochester, N. Y.

3:00 **Equipment Standards in Vocational Education.**
(Speaker to be announced.)

3:30 **Audience Discussion.**
Discussion Leader—MAXIMILLIAN KOMOW, Dir., Bureau of Vocational Activities, Board of Education, City of New York, Brooklyn, N. Y.

Some Congress Participants

James Stannard Baker, director of research.

Zenas R. Clark, administrative assistant.

John E. Corbally, prof., secondary education.

William N. Cox, Jr., head, Safety Engr. dept.

Ray O. Duncan, director, health, phys. ed., safety.

Lorin J. Elder, supervisor, safety education.

Gordon C. Graham, supervisor, saf. ed. dept.

Lois Grats, field representative.

George W. Harper, assoc. prof. mech. engineering.

John W. Hill, dir. workmen's compensation ins.

Harold K. Jack, supvr., hlth. phys. ed., rec., safety.

Maximillian Komow, dir., bur. of voc. activities.

Franklin M. Kreml, dir., traffic institute.

C. Benton Manley, prin., senior high school.

James W. Mann, prin., elementary school.

Frank C. Moore, pres., Am. Vocational Assoc.

Tuesday Afternoon

October 17, Morrison Hotel
Mezzanine, Hollywood Room
4:30 o'clock

Session No. 7

Special Showing of Films for School and College Delegates. Only Films Produced within the Past Year Will Be Considered

Tuesday Evening

October 17, Palmer House
Fourth Floor, Grand Ballroom
8:00 o'clock

Joint Meeting — American Academy of Pediatrics and National Safety Council

Presiding: Dr. Edward B. Shaw, Pres., American Academy of Pediatrics, San Francisco, and Ned H. Dearborn, Pres., National Safety Council, Chicago.

Accidents—Childhood's Greatest Health Hazard

The Pediatric Approach to Accident Control. (A Symposium)

(a) Through Practice.
Dr. Harry F. Dietrich, Practicing Pediatrician, Dept. of Pediatrics, University of Southern California Medical School and Staff of Children's Hospital, Los Angeles, Calif.

(b) Through Research.
Dr. Rustin McIntosh, Prof. of Pediatrics, College of Physicians & Surgeons, Columbia University, New York City.

(c) The Challenge of Child Accident Prevention.
Herold C. Hunt, Gen. Supt. of Schools, Chicago Public Schools, Chicago.

(d) General Discussion.

Wednesday Morning and Afternoon

October 18, Morrison Hotel

Session No. 8

Questions and Answers at the Elementary Level

9:00 **(All Meeting Participants Will Meet in the Hollywood Room for Directions.)**

General Session

Mezzanine, Hollywood Room

Presiding: James W. Mann, Principal, Hubbard Woods School, Winnetka, Ill.; General Chairman, Elementary School Section, N.S.C.

Finding the Questions

9:45 **Briefing for "Operation Questions and Answers."**
James W. Mann.
Note: After a general session the groups will break up into three to try to determine the most important question facing the elementary school today in regard to the education of its children for safe living. Each group will have a discussion leader, a keynoter who will start the ball rolling with a list of questions and a secretary who will record the questions for consideration during the afternoon session.

Group 1

Second Floor, Parlor F

10:15 *Discussion Leader*—Bertha Trunnell, Principal, Auburndale Graded School, Jefferson County, Louisville, Ky.
Keynoter—Mrs. Irmagene Nevins Holloway, Dir., School & College Div., Greater New York Safety Council, Inc., New York City.
Secretary—C. O. Dahle, Supt. of Schools, District 107, Highland Park, Ill.

Group 2

Second Floor, Parlor G

Discussion Leader—Mrs. Daisy E. Howard, County Supt. of Schools, Genesee County, Flint, Mich.
Keynoter—Ray O. Duncan, State Dir. of Health, Physical Education, Recreation & Safety, State Department of Public Instruction, Springfield, Ill.
Secretary—Elizabeth W. Robinson, Program Consultant, American Junior Red Cross, Washington, D. C.

Group 3

Second Floor, Walnut Room

Discussion Leader—Thelma Reed, Principal, William Volker School, Kansas City, Mo.
Keynoter—Ruth M. Blackman, Principal, United Oaks School, Hazel Park, Mich.
Secretary—Mrs. Lonnie Gilliland, Elementary Teacher, Oklahoma City Public School System, Britton Elementary School, Britton, Okla.

Mezzanine, Hollywood Room

10:15 **Open Meeting.**
Executive Committee, Elementary School Section, N.S.C.

What Are the Answers?

Mezzanine, Hollywood Room

Session No. 9

Presiding: Mary May Wyman, Supvr. of Safety & Special Education, Public Schools, Louisville, Ky.; Immediate Past General Chairman, Elementary School Section, N.S.C.

2:00 **Honoring the First General Chairman, Elementary School Section.**
Wayne P. Hughes, Dir., School & College Div., National Safety Council, Chicago.

2:10 *Discussion Leader*—Leslie R. Silvernale, Coordinator, Driver Education, Continuing Education Service, Michigan State College, East Lansing, Mich.
The discussion, which will be general for the entire audience, will be based on the questions raised at the morning session.
Display of Elementary Materials in charge of Virginia Wheeler, Supvr. of Health, Jefferson County Public Schools, Louisville, Ky.

Wednesday Afternoon

October 18, Morrison Hotel
Second Floor, Parlors B, C and D
2:00 o'clock

Session No. 10

Work Study Group on Teaching Driver Education

Presiding: Ivan J. Stehman, Chief, Div. of Highway Safety Education, Department of Public Instruction, Harrisburg, Pa.

Keynoters:
A. E. Florio, Assistant Prof., Physical Education, University of Illinois, Urbana, Ill.
Galen B. Sargent, Principal, The John Adams High School, South Bend, Ind.
Thomas L. Turbeville, Instructor of Safety Education, Senior High School, University City, Mo.

Wednesday Afternoon

October 18, Morrison Hotel
Mezzanine, Embassy Room
2:00 o'clock

Session No. 11

Work Study Group on Teacher Preparation in Driver Education

Presiding: N. O. SCHNEIDER, Dir., School & College Div., New Jersey State Safety Council, Newark, N. J.; General Chairman, Driver Education Section, N.S.C.

Keynoters:

C. WESLEY DANE, Acting Chairman, Dept. of Health & Safety, Indiana University, Bloomington, Ind.

HERBERT J. STACK, Dir., Center for Safety Education, New York University, New York City.

BERT L. WOODCOCK, Assistant Prof. of Safety Education, Iowa State Teachers College, Cedar Falls, Iowa.

Wednesday Afternoon

October 18, Morrison Hotel
Second Floor, Parlors B, C and D

Session No. 12

Business Meeting Driver Education Section, N.S.C.

Presiding: N. O. SCHNEIDER, Dir., School & College Div., New Jersey State Safety Council, Newark, N. J.; General Chairman, Driver Education Section, N.S.C.

3:20 **Committee Reports.**
Old Business.
New Business.

4:00 **Honoring the Retiring Chairman.**
NORMAN E. BORGERSON, Assistant Supt., State Department of Public Instruction, Lansing, Mich.; Member, Board of Directors and School and College Conference, N.S.C.

Thursday Morning

October 19, Morrison Hotel
Mezzanine, Hollywood Room

Session No. 13

Group Meeting on Safety Education in Colleges and Universities Conducted by the Higher Education Committee, N.S.C.

Presiding: GRACE M. GRIFFIN, Prof. of Physical Education, West Virginia University, Morgantown, W. Va.; Secy., Higher Education Committee, N.S.C.

9:45 **Report of Year's Work.**

(a) **General Summary.**
GRACE M. GRIFFIN.

(b) **Keeping Student Living Centers in Safe Condition.**
H. W. JAMES, Pres., New Mexico Western College, Silver City, N. M.; Chairman, Committee on Co-operative Project with the School Plant Planning Committee, N.S.C.

(c) **The New College and University Membership Service Plan.**
JOHN E. CORBALLY, Prof. of Secondary Education, University of Washington, Seattle, Wash.; Chairman, Membership Services Evaluation Committee, Higher Education Committee, N.S.C.

10:20 **Questions.**

10:30 **Mechanics of Furnishing Teaching Personnel with Technical Aid Needed in Various Curriculums.**
WILLIAM N. COX, JR., Prof. & Head, Dept. of Safety Engineering, Georgia Institute of Technology, Atlanta, Ga.; Chairman, Planning Committee for the National Conference on College and University Safety Education, National Commission on Safety Education, N.E.A.

10:50 **Questions.**

11:00 **How Can We Secure Safety for College and University Employees? (Panel Discussion)**
Discussion Leader—LORIN J. ELDER, Supvt., Safety Div., Dept. of Personnel Services, The Pennsylvania State College, State College, Pa.

Participants:

RAY F. ARCHER, Dir. of Insurance & Retirement, University of Minnesota, Minneapolis, Minn.

GEORGE W. HARPER, Associate Prof. of Mechanical Engineering, University of Illinois, Urbana, Ill.

JOHN W. HILL, Dir., Workmen's Compensation Insurance, Texas A. and M. College, College Station, Texas.

ROBLEY WINFREY, Prof. of Civil Engineering, Iowa State College, Ames, Iowa.

Thursday Morning

October 19, Morrison Hotel
First Floor, Mural Room

Session No. 14

Joint Meeting of the Driver Education and Traffic Sections

Presiding: AMOS E. NEYHART, Administrative Head, Institute of Public Safety, The Pennsylvania State College, State College, Pa.; Consultant on Road Training, American Automobile Assn., Washington, D. C.

9:45 **Five Million a Day—The School Bus Problem.**
MAURICE G. OSBORNE, Chief, Bureau of Field Financial Services, The State Education Dept., The University of the State of New York, Albany, N. Y.

10:00 **What Can Be Done About Driver Attitudes? (A Symposium)**

(a) **Attitudes, What Are They, How Are They Changed?**
HARRY W. CASE, Associate Prof. of Engineering & Associate Prof. of Psychology, Institute of Transportation & Traffic Engineering, University of California, Los Angeles, Calif.

10:15 (b) **How Can Driver Attitudes Be Affected by Education?**
HERBERT J. STACK, Dir., Center for Safety Education, New York University, New York City.

10:30 (c) **How Can Driver Attitudes Be Affected by Enforcement and Licensing?**
J. STANNARD BAKER, Dir. of Research, Traffic Institute, Northwestern University, Evanston, Ill.

10:45 **Discussion.**

Thursday Afternoon

October 19, Morrison Hotel
Mezzanine, Hollywood Room

Session No. 15

General Session
Working Together for Greater Safety

Presiding: NORMAN DAMON, Vice-Pres., Automotive Safety Foundation, Washington, D. C.

2:00 **The Annual Inventory of Traffic Safety Activities. (A Symposium)**

(a) **Overview.**
STEPHEN JAMES, Dir., Education Div., Automotive Safety Foundation, Washington, D. C.

(b) **The School Section—City.**
ZENAS R. CLARK, Administrative Asst., Public Schools, Wilmington, Del.

(c) **The School Section—State.**
HAROLD K. JACK, Supvr., Health, Physical Education, Safety & Recreation, State Department of Education, Richmond, Va.

2:45 **Questions.**

3:00 **The Rochester, New York, Parent-Teacher Association Program for Safety.**
MRS. ROY E. VANDELINDER, Past Pres., Rochester Area Council, and Present Monroe County Dir., New York State Congress of Parents and Teachers, Rochester, N. Y.

3:15 **Questions.**

3:30 **Report on the Safety Aspects of the Mid-century White House Conference on Children and Youth.**
LOIS GRATZ, Field Representative, Mid-century White House Conference on Children and Youth, Chicago.

3:45 **Questions.**

In addition to the above program, 19 committees of the School and College division are scheduled to hold 34 meetings. A list showing time and location of these meetings has been sent to each committee member.

★ ★ ★

George F. Nuernberger, ind. safety engineer.

Maurice G. Osborne, chf., bur. of field services.

V. Harry Rhodes, comm. of school buildings.

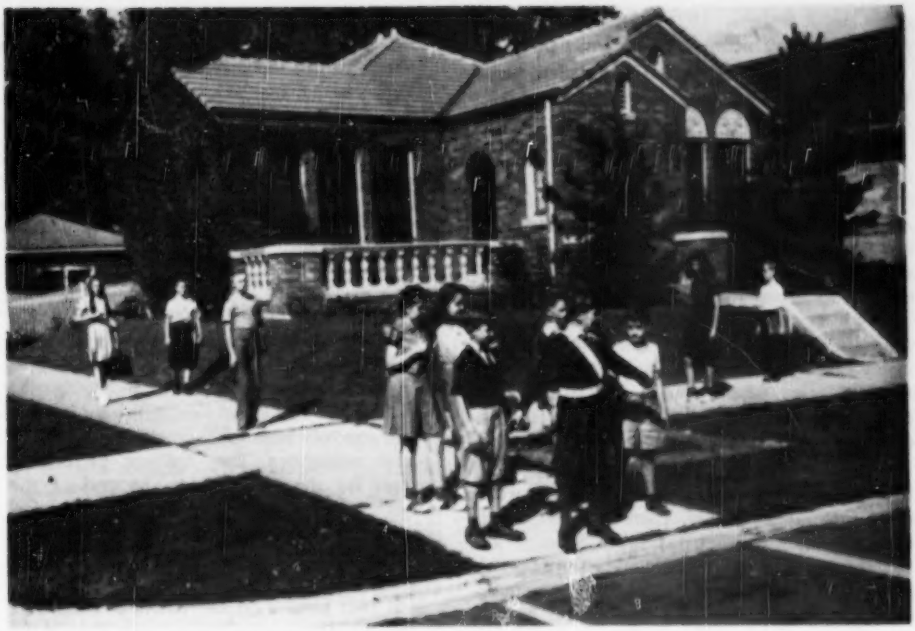
Leslie R. Silvernale, co-ord. driver education.

Herbert J. Stack, dir., Center for Safety Ed.

T. L. Turbeville, inst. of safety education.

F. R. West, supervisor of transportation.

Mary May Wyman, supvr., safety and special ed.



Safety Patrols PROTECT Tulsa Pupils

by C. L. JESTER

MANY of our elementary schools, probably more than a majority, sponsor some kind of student safety patrol. We may also assume that a majority of the present-day laymen knows little about these safety organizations or their importance. To determine the extent of such organizations in Tulsa a questionnaire was sent to all elementary schools (the first six grades). The results of the questionnaire revealed that safety patrols were organized in 28 of the 31 elementary schools.

The information was compiled for the purpose of being of some benefit to other school safety organizations, sponsors that are new to patrol work, and to schools that contemplate organizing a safety patrol. The materials should aid in determining uniform practices as far as it is possible among the schools.

The purpose of the questionnaire, in addition to determining how many patrol units are now in operation, was to secure information concerning the following aspects of safety patrol organization: (1) details concerning membership, (2) types of duties involved, (3) frequency of meetings, (4) instruction and supervision, (5) approval of parents, (6) periods of duty, (7) types of insignia used, (8) special recognition, if any,

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given to members, (9) citizenship benefits occurring from membership in the patrol.

Tabulated results from 31 completed questionnaires provided the following information concerning the nine points mentioned above.

Details Concerning Membership. With few exceptions, members are appointed by the principal or sponsor, or a combination of the two. As a rule, patrols consisting of boys and girls serve for a period of either six or nine weeks, and are selected almost exclusively from the fifth and sixth grades. The chief officer in approximately half of the schools is a captain, either elected by his fellow members or appointed by the sponsor. Ten schools use a subordinate officer with the rank of lieutenant who is also elected by patrol members.

Types of Duties Involved. The captain may represent the patrol in conferences with the principal and (or) sponsor, presides at meetings, and has general supervision of all patrolmen. The lieutenant assists the captain or serves in captain's place if captain is absent, checks belts and badges, and supervises posts of duty. Posts of duty for members other than officers include: the playground, passing of classes between rooms, the cafeteria, street intersections, toilets, bicycle parking space, building entrances, the office, school bus, drinking fountain, salvage activities, and excursions.

Frequency of Meetings. Sponsors meet with all patrol members regularly, at intervals ranging from each day to once each nine weeks; the majority meet at one- or two-week intervals.

Instruction and Supervision. With the exception of two schools, in which the principals act as sponsors, the safety patrol is directed by classroom teachers.

Approval of Parents. Since membership on the patrol is voluntary, it is assumed that the boy or girl is serving with consent of parents.

Periods of Duty. In the majority of cases patrol members go on duty at 8:15 a.m., and remain at their posts until the opening of school. With the exception of a few schools, patrol duties are assigned during the lunch periods. Approximately one third of the schools reporting use the patrol at the time of dismissal in the afternoon. In those instances where it is considered necessary by the principal, certain patrol members are excused from one to three minutes before classes are dismissed. In schools where buses are used to transport children, members of the patrol assist the driver in seating pupils, checking attendance, and supervising the observance of general safety precautions.

Types of Insignia Used. Standard equipment is used almost exclusively in our safety patrol organizations. The belts are of the Sam Browne type, constructed of two-inch white material; metal badges designate the rank of the wearer. These insignia should be worn at all times while the patrol is on duty. In Tulsa this equipment is supplied by the American Automobile Association.

Special Recognition for Members. Approximately half of the schools reporting give special recognition for satisfactory patrol work. The forms of recognition include certificates or honorable mention given at special assemblies, and holding picnics or outings for the patrol near the end of the school year. Certificates are designed by principals or sponsors of the safety patrol.

Citizenship Benefits. The consensus of opinion as indicated by principals and sponsors is that service on the patrol is conducive to the development of the following desirable traits of citizenship in a democratic society: realization of the importance of right conduct, individual responsibility, leadership, dependability, regularity, punctuality, courtesy, initiative and good judgment, group loyalty, patience, co-operation, respect for delegated authority, civic mindedness, and acceptance of constructive criticism.

The first school safety patrol was organized more than a quarter of a century ago, and has since filled a definite need in communities throughout the United States. It was originally designed to instruct, direct, and control the members of the student body in crossing the streets at or near schools. It is specifically stated in the standard rules for operation of school safety patrols that the patrol should not be charged with the responsibility of directing vehicular traffic, nor be allowed to do so, other than signaling to a motorist who approaches the crossing after the student pedestrians have left the curb.

In the Tulsa schools the safety patrol is the most common organization growing out of the program of safety instruction in the lower grades. The functions of local patrol units have gradually broadened from the original purpose to include the many other activities listed in this article. These identify the patrol as a valuable agency for the promotion of safety in the school, the home and the community.

WELL DONE!

by NILS A. LOFGREN

AN ACTIVITY that provides your school the opportunity to have its safety education program evaluated and to receive recognition—that's the National School Safety Honor Roll.

Begun in 1945 with 30 qualifying schools, the Honor Roll has grown steadily with an increasing participation of schools throughout the nation. For the 1949-50 school year, the 173 schools listed below had safety programs which qualified them for Honor Roll listing and earned them Honor Roll certificates.

This Honor Roll is a National Safety Council activity open to all schools having a school administrative or school shop service with the Council, and whose programs of safety education meet standards set by the judges.

Application materials for the Honor Roll consist of a testimonial and an evaluation check list. The testimonial must be signed by a local committee of four certifying that the committee has conducted a survey of the school's safety program and that it believes the program worthy of recognition by the Honor Roll judges.

The application materials for the 1950-51 school year are being sent out this month to all eligible schools. The application should not be submitted to the National Safety Council until next May.

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FIRST YEAR

Alabama	
Gadsden	John S. Jones Jr. High School
Jacksonville	Elementary Laboratory School
Arkansas	
Little Rock	Fuller High School
California	
Glendale	Balboa School
Redlands	Redlands Elementary Schools
	Redlands Secondary Schools
Richmond	Alvarado School
	Belding School
	Castro School
	Fairmont School
	Grant School
	Harbor Gate School
	Harding School
	Harry Ellis Jr. High School
	Kensington School
	Lincoln School
	Mira Vista School
	Nystrom School
	Perrs School
	Potrero School
	Pullman School
	Roosevelt Jr. High School
	Seaport School
	Stege School
	Washington Elementary School
	Woodrow Wilson School
California	
San Francisco	Mission Adult School
Colorado	
Lakewood	Lakewood Junior High School
Connecticut	
Fort Thomas	Ruth Moyer School
Old Greenwich	Old Greenwich School
Illinois	
River Forest	Grace Lutheran School
Indiana	
Indianapolis	Geo. Washington High School
Mishawaka	Mishawaka Public Schools
Iowa	
Missouri Valley	Missouri Valley School System
Sioux City	Whittier School
Kentucky	
Fort Thomas	Robert D. Johnson School
Massachusetts	
Chelsea	Shurtleff School
Medfield	Medfield Elementary School
Michigan	
East Lansing	Central School
Detroit	Our Lady Queen of Angels
Nebraska	
Battle Creek	Battle Creek Public Schools
	Deer Creek School
Humphrey	District 70
Madison	Madison County, District 7
	Good Cheer School, District 48
	Jenkins, District 36
	Madison City Schools
	Roman School, District 66
	St. John's Lutheran School
	St. Leonard's School
	St. Peter's Lutheran School
	Upland School, District 85
Meadow Grove	Blakely School
	District 71
	Hillside School, District 52
	Meadow Grove Public Schools
	Riverview School, District 18
Newman Grove	District 50
	District 54
	District 62
	District 67
	Newman Grove Public Schools
Norfolk	District 16
	District 37
	Hillview School, District 43
	Jefferson School
	Lincoln School
	Monroe Grade School
	New Grant School
	Norfolk Junior High School
	Norfolk Senior High School
	Old Grant School
	Sacred Heart School
	Sunny Meadow School
	Victory School, District 87
	Washington School
Tilden	Madison County, District 34
	Sunnyview, District 33
	Tilden Public School
New Mexico	
Carlsbad	Airfield Elementary School
	Alta Vista Junior High School
	Carlsbad High School

	Carver School
	Craft School
	Eddy School
	Edison Elementary School
	Eisenhower Junior High School
	Hillcrest School
	Roosevelt School
Los Alamos	Mesa Elementary School
New York	
Corning	Schools I, II, III, District 9
Floral Park	Floral Park-Bellerose School
Mamaroneck	Central School
Nanuet	Nanuet Public School
Rochester	Brighton District Number 1 Elementary School
St. Johnsville	St. Johnsville Central School
Ohio	
Hamilton	Fillmore School
	Jackson School
	Madison School
	Pierce Elementary School
	Taylor Elementary School
	Van Buren School Jr. Safety Council
Oklahoma	
Stillwater	Lincoln Elementary School
Pennsylvania	
Easton	Easton High School
Erie	Academy High School
	Emerson Elementary School
	Erie Technical High School
	Strong Vincent High School
Tennessee	
Kingsport	George Washington School
	Lincoln Elementary School
	Kingsley Elementary School
Texas	
College Station	A&M Consolidated High School
Utah	
Salt Lake City	Roosevelt Junior High School
Washington	
Richland	Carmichael Junior High School
	Spalding Elementary School

SECOND YEAR

Illinois	
Cerro Gordo	Cerro Gordo Community High School
Minnesota	
St. Paul	Mechanic Arts High School
New Jersey	
Camden	Camden Public Schools
South Orange	First Street Schools
	South Mountain School
New Mexico	
Santa Fe	Santa Fe City Schools
New York	
Buffalo	McKinley Vocational High School
Dolgeville	Dolgeville Central School
Ohio	
Lakewood	Lakewood High School
Tennessee	
Kingsport	Andrew Jackson School
Washington	
Richland	John Ball Elementary School
Wisconsin	
Beloit	The Beloit School of Vocational and Adult Education

THIRD YEAR

Mississippi	
Columbus	Franklin Academy
New York	
Dunkirk	Dunkirk Industrial High School
Tennessee	
Knoxville	Stair Technical High School
Washington	
Seattle	Magnolia Elementary School
Wisconsin	
Madison	Madison Schools

FOURTH YEAR

Connecticut	
New Haven	Sheridan Junior High School
Michigan	
Hazel Park	United Oaks School
New York	
New York	Samuel Gompers Vocational and Technical High School
Ohio	
Cleveland	Willson Junior High School

FIFTH YEAR

California	
Alameda	Edison School
	Encinal School
	Franklin School
	Haight School
	Longfellow School
	Mastick School
	Washington School
	Webster School
Connecticut	
Glenville	Glenville School
Riverside	North Mianus School
Illinois	
Elmhurst	Lincoln Elementary School
Ohio	
Hamilton	Hamilton High School
Pennsylvania	
Philadelphia	John M. Patterson School
Tennessee	
Oak Ridge	Cedar Hill School
	Elm Grove School
	Glenwood School
	Highland View School
	Jefferson Junior High School
	Linden School
	Oak Ridge High School
	Pine Valley School
	Scarboro School
	Willow Brook School
	Woodland School
Washington	
Richland	Columbia High School
	Jefferson Elementary School
	Lewis and Clark Elementary School
	Sacajawie Elementary School
	Marcus Whitman Elementary School

SIXTH YEAR

Alabama	
Hurytown-Bessemer	Hurytown Elementary School
California	
Alameda	Alameda High School
	Lincoln School
	John Muir School
	Porter School
Minnesota	
Hibbing	Hibbing Schools
New York	
Larchmont	Chatsworth School
Wisconsin	
Green Bay	Green Bay School of Vocational and Adult Education

Pupils Evaluate Driver Education

by MILDRED KEIPPER

In 1947, the Cincinnati public schools offered driver education as a separate compulsory one-semester course and in 1948 added driver training as an elective. Driver education is taught in the classroom, one hour each week for 20 weeks. All tenth-grade pupils in comprehensive high schools and all ninth-grade pupils in vocational schools are required to take the course. No pupil may graduate who has not completed it.

Driver training, taught in the car, is an elective course open to pupils who have satisfactorily completed driver education, have the permission of their parents to enter the course, and are of legal age to be granted a learner's permit. Two pupils are assigned to the car for 10 weekly one-hour periods.

In the third year of this program we wished to examine critically what we were doing, so we arranged for an evaluation by pupils and by teachers. Twenty pupils, representing the eight high schools of Cincinnati, came together to offer constructive criticism and to make suggestions for the improvement of the courses from their point of view.

We had asked that the pupils assigned to the meeting by their principals include some who had only the classroom course—driver education — and some who had completed driver training in the car as well. The group seemed to be rather select, and it may be that not all the feeling and ideas of the general student body were presented.

There was a strong and unanimous agreement that both courses, in the classroom and in the car, were very valuable to high school boys and girls. They held that all pupils should have the opportunity to complete both courses and that all pupils should be required to complete at least the driver education course. They recognized that young drivers have far more than their share of serious accidents and that one of the factors contributing to this tragic record is the youthful tendency to show off and to act impulsively and irresponsibly. They stated emphatically that the classroom course brought about changes in their own attitudes and behavior and in those of their classmates as well. They cited examples and pointed out that girls are now openly critical of bad driving practices used by their boy friends.

The pupils evaluating the work recommended that driver education be extended to two periods each week for a semester and that credit be granted as it is for other high school subjects. They were hopeful that a way be worked out to combine the two courses or that a pupil be permitted to take them in consecutive semesters.

The girls asked for more instruction in car mechanics for purposes of preventive maintenance. They stressed that they wanted to know how a car behaves as it does and why. The desire to know why and to understand was repeated and re-emphasized numerous times during the meeting. When the girls were asked to be specific, they said they wished to be prepared for dealing with such emergencies as a stuck horn, a burned-out fuse, a flat tire, battery difficulties, wet spark plugs, or a stalled engine. They knew that in most cases a skilled repairman must be called, but they wanted to know enough about serious difficulties to understand why they are serious. They wanted to know what the funny noises mean and how to distinguish evidences of real trouble. They wished to know the proper names of the parts of a car and to be able to understand mechanical references.

All the pupils wanted to be taught how to change a tire and what to do in case of an accident. They were concerned with knowing what preventive measures to take to avoid future trouble in the mechanism.

There was not complete agreement on a number of points. Some of the pupils found the films they had seen in class appropriate and helpful. Others said they saw too many and found them tiresome. In some cases the course was regarded as a snap and abysmally dull. A wise use of personal experience and anecdotal material was recommended with the caution—avoid testimonial meetings.

The pupils were positive in their belief that tenth graders are not interested in learning about how to buy or finance a car or in investigating the matter of insurance.

In discussing driver training, they again stressed the need for more time and the value of granting credit. There was general approval of the arrangement which assigns two pupils to the car for 10 periods, although

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two or three of the representatives supported the practice of placing four pupils in the car for 20 periods, each an hour long. The important thing is scheduling persons of equal experience or maturity together.

It may be significant to note what the pupils did not refer to in the meeting. They did not mention the psycho-physical tests, which have received considerable attention in their classes. They failed to say anything about guest speakers or local consultants who have appeared before them in class. They made no comment about the supplementary materials provided for their reference in class. They merely asked for a text per pupil instead of a class set per teacher, which is now in effect. Their suggestions involved credit, more time, more attention to specifics.

Immediately after the close of the meeting of the pupils, the teachers met to exchange their ideas for the improvement of the two courses, without reviewing what the pupils had said. They agreed that emphasis should be placed on the practical with preventive maintenance as a primary objective. They felt strongly, however, that technical details were not necessary and opposed their inclusion in the course. The building of desirable attitudes was stressed.

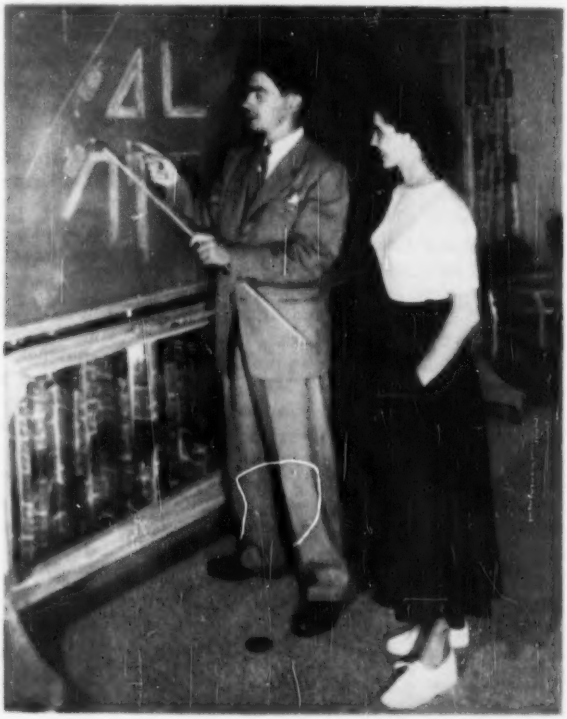
The need for closer co-ordination between classroom and car instruction was emphasized. The driver training teachers firmly believed that the same teacher should instruct both classes. The driver education teachers did not consider this essential.

The teachers urged that a text per pupil be supplied and that more time be made available for the courses. They felt that no pupil who wished to enroll for driver training should be denied the opportunity to do so.

Plans were made to examine the driver education course of study in the light of the suggestions offered by the pupils and the teachers. This was done and revisions were made in accordance with the findings of the evaluation meetings. Specifically, an attempt was made to place greater emphasis upon meeting present practical needs.

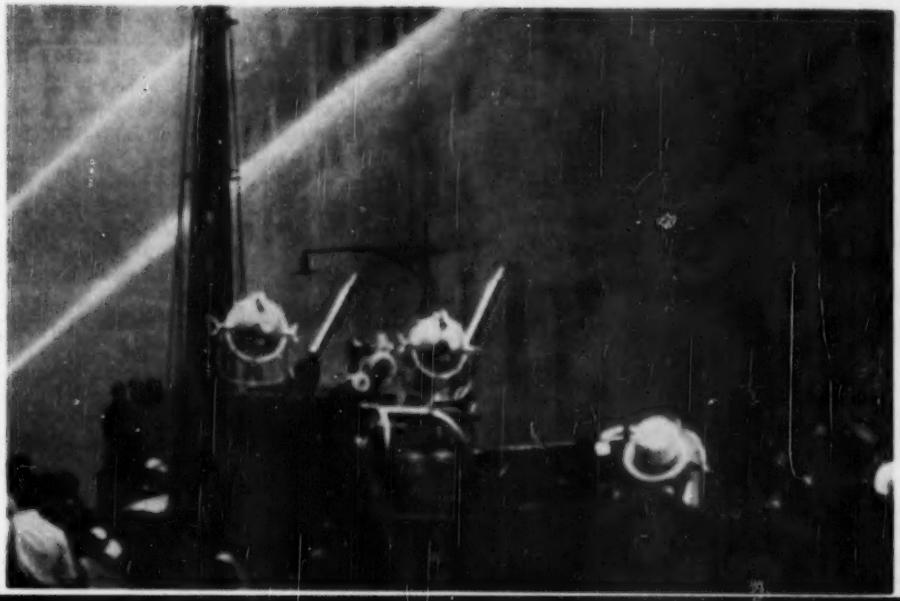
Steps have been taken to supply textbooks as the pupils and teachers suggested.

Credit cannot be granted since, on the basis of one unit for 200 hours of class work, driver education would earn one-tenth credit and driver training one-twentieth.



All students should be required to complete a driver education classroom course, because this type of learning can bring about changes in attitudes and behaviors.

From "Instructor's Guide for Psycho-Physical Testing Aids," published by the General Petroleum Co., photo by Art Slovak studio



safety education data sheet—

No. 47

School Fires

Statistics

1. Figures gathered by the National Board of Fire Underwriters show that school fires have occurred, and are occuring, at the rate of about five per day—or almost 2,000 school fires per year.

The Problem

2. Many major aspects of school fire protection primarily concern the administrative and operating staffs rather than teacher and pupil. Such responsibilities include building and fire escape construction—restriction of large floor areas, enclosing all floor openings, fire doors and fire stops, panic hardware, outward-opening doors, ventilation and heating system, sprinkler system, fire-alarm system —and maintenance features — rubbish disposal, proper storage of flammable materials, checking for locked fire escape exits, keeping outside fire escapes free of ice and snow, and checking fire extinguishers. In spite of the imposing list of fire protective measures which *do not* concern teaching staff and pupils, both teachers and pupils have definite obligations and responsibilities. They should understand the causes of fires and must know what they *can* do to minimize the danger of school fires and what to do in case of fire. Keeping pupils safe while learning offers an unexcelled opportunity for teaching fire prevention.

Attitude

3. Even from the earliest grades, children should be taught fire safety as a part of daily living. Unless pupils are always conscious that fire safety is necessary, such activities as fire drills and the like lose effectiveness.

4. Fire safety, being an important part of the curriculum, should be integrated with

as many studies as possible. Science, arts and crafts, health education, social studies, all lend themselves well to teaching fire safety.

5. Fire safety plays and posters (student-drawn or otherwise), bulletin boards, trips to the local fire department, proper fostering by teachers of young pupils playing at being firemen, student fire marshals and fire inspectors, are some of the activities that develop proper attitudes toward fire safety.

6. Teachers should plan an interesting program for Fire Prevention week.

Costume Parties

7. Children should be discouraged from wearing costumes that are gauzy or filmy or made of paper. If such costumes *are* worn, they should be made flame-resistant. There are commercial products available today for making paper and cloth costumes flame-resistant. Be sure the product purchased meets the standards of the Underwriters' Laboratories or the National Board of Fire Underwriters. Some products sold do not meet safe standards.

8. Under no circumstances should persons in costume come near an open flame of any kind. Teachers should rigidly enforce this rule.

9. If a costume *should* catch on fire, the victim must never run! Running only fans the flames. To smother the flames, the victim should be placed at once in a horizontal position and immediately wrapped in a rug, blanket, coat or any type of covering available. Wrap the covering around the neck first to keep flames and poison gases away from the face. If there is no covering available, the flames may be smothered by rolling the victim over and over on the floor.

Decorations

10. Candles should never be used in jack-o-lanterns; danger of fire is too great. Use a small flashlight instead of a candle.

11. Never cover light bulbs with paper or any other flammable material.

12. All paper and cloth used for decorations should be made fire-resistant.

Christmas Parties

13. When putting up a Christmas tree for a school party, select a place where the tree will not block stairs or other exits.

14. Make sure the tree is fresh and that it rests in a firm base which is filled with water. This reduces fire hazards and preserves the tree.

15. *Never* put candles on the tree, and do not place tree near a fireplace or strong lights.

16. Always keep a fire extinguisher or a bucket of water available.

Stopping points for lines should be well away from the school — clear of all traffic and at least 50 feet from fire hydrants and fire-fighting equipment.

17. Carefully check tree lights and wiring for any signs of fraying or wear.

18. Don't overload any circuit with tree lights or other electric equipment.

19. Use nonflammable ornaments of glass or metal, and never put such flammable material as cotton or paper under or on the tree. Use flameproofed snow, such as flaked asbestos or powdered mica.

20. Do not hang icicles of metallic tinsel near metal parts of light sockets or metal parts of wiring circuits; these icicles may cause a short circuit and a fire. Also do not place icicles made from thin strands of plastic foil so that they touch tree light bulbs.

21. Turn off tree lights when there is no adult in the room.

22. Remove the tree before it dries out and becomes a fire hazard.

23. If there are presents at the Christmas party, have a large box or wastepaper basket nearby for quick and convenient disposal of gift wrappings. The less paper there is near the tree, the less danger there is of fire.

Emergency Exit Drills

24. First of all, pupils must be taught how to leave the building in an orderly, safe (controlled) manner—to avoid panic which emergency conditions tend to create. Loitering must not be tolerated, but safety should not be sacrificed for unnecessary speed.

25. Emergency exit drills must be practiced often so pupils develop the habit of orderly evacuation. Everyone must learn exit procedures—not only how to exit from the homeroom but from every location in the building. Fire prevention specialists suggest drills twice a month until exit procedure becomes routine. During the first part of the term, however, a weekly drill is not too frequent. Hold drills at various times of the day and on different days of the week in order that pupils may have practice in leaving from their several work stations.

26. Pupils not familiar with exit drills, especially in kindergarten and the first grades, should be instructed by the homeroom teacher as to what to expect in the drill. Upper grades may be instructed in a general assembly.

27. Persons should not be permitted to stop for personal belongings, such as hats and coats, during an exit drill, since doing so defeats the drill's purpose. Don't discontinue drills during the winter months, however, because of not being able to stop for wraps. Drills are necessary all year around and fires are more likely to occur in winter than any other time. Most states have a few mild days even in winter. In elementary schools the alarm could be sounded just after children put on wraps for playground or recess period.

28. Since a drill may be called when pupils are using Bunsen burners or blow torches, are operating ovens, mangles, electric irons or motors, or have fires lighted in laboratory or shop activities, teachers should instruct pupils to shut off motors, turn out furnaces, etc., immediately when alarm sounds.

29. Students must be taught to re-route their lines to another exit if designated exit is blocked. This practice is the only safe way to develop routine without panic in case of actual emergency. Post signs in each room

Certain students, at least one for each two windows, should be assigned to close windows immediately when the emergency exit alarm signal is sounded.

Special monitors should remove crippled and otherwise disabled children during emergency exit drill.

to show exact routes which are to be followed in case of blocked exit.

30. Teachers must never show signs of panic. Teachers' panic may breed pupil panic.

31. To avoid panic, special drill procedures are necessary from the lunchroom, gymnasium or auditorium. A large part, if not all, of the student body gathers daily in these locations.

32. Teachers, other personnel and disabled children must not be permitted to remain in the building. Any exceptions defeat the purpose of the drill.

33. There must be a designated person to sound fire-alarm signals for practice drills. The alarm should be distinctly different from bells used for class purposes. Assistants may be assigned to take charge of drill when designated person is out of the building. Teachers and pupils should know who is in charge and should understand that, for safety, obedience is essential.

34. Since automatic class bells may sound even during a fire, there should be one distinct signal for the return to the building, and only an authorized person should sound the signal.

35. The responsibility for turning in a fire alarm, either by fire-alarm box or telephone is, generally speaking, that of the principal's office. However, all teachers and older students should know how to turn in an alarm if the occasion demands. The fire department number should be posted near all phones.

36. Definite procedures should be established for every situation which may arise, including the designation of monitors and their alternates who will, in case of fire, close classroom windows; remove crippled and otherwise disabled children; assist in directing lines; search for pupils in toilet rooms, library stacks, workrooms, swimming pool, showers, locker and dressing rooms, etc. Pupils in these locations should pass out of the building in the line nearest them. Outside the building, these students should receive permission and report to their own teachers.

37. At the sound of the emergency exit alarm, teachers in charge of physical education and swimming classes should direct pupils to put on *quickly* sufficient clothing for leaving the building.

38. All teachers should check attendance the first thing in the morning and then keep their pupil rosters readily available so they can be taken outside the building during a drill. Rosters should be checked as soon as designated stopping point is reached.

39. Teachers should know stopping points for their room. These points should be in areas at least 50 feet from fire hydrants, fire-fighting equipment, and clear of traffic.

General Precautions

40. Teachers and older pupils should know location of and how to use fire extinguishers in the areas in which they are involved. Available fire extinguishers must be suitable for the type of hazard in the area involved.

41. A direct channel for reporting fire hazards must be known to all pupils and teachers.

42. In rural schools (where often little or no fire protection is available), heating systems are sometimes coal, wood, gas, or oil stoves. Only an instructed, authorized person should be allowed to operate this type of heating arrangement.

43. *Never* use kerosene or gasoline to start or implement coal, wood stove or any other type of fire.

44. Place screens in front of all fireplaces.

45. If radiators are gas-steam type with individual heating units, they should be provided with tamper-proof handles to prevent unauthorized use and subsequent escape of gas. Do not permit students to meddle with these radiators regardless of type of handle.

46. Any work with explosive chemicals, Bunsen burners, blow torches, alcohol lamps, etc., should be carefully supervised.

47. Domestic science teachers should see that students follow safe cooking procedures and that pilot flames on appliances are always working. Gas used should contain a malodorant. All gas leaks should be reported at once.

48. Be sure that all gas appliances are supplied through rigid piping with proper shut-off valves. Do not use flexible connections or permit amateur tampering by *anyone*.

49. Don't place cooking equipment near window curtains. They may blow into the flame or heating unit and cause a fire.

50. If movies are shown in the school, find out if they are the slow-burning cellulose acetate type of film. Do not permit use of the highly flammable nitrocellulose type.

51. Avoid overcrowding of any room or the auditorium. Never crowd in extra chairs during a school play or party. And be sure that none of the exits are blocked. The local fire department will inspect all such temporary arrangements and usually will, upon request, send a fireman to remain on duty until the party or play is over.

52. Fire precautions for the auditoriums should also include flame-resistant window draperies and curtains, flameproof painted scenery, asbestos or glass fabric curtain, and no accumulated scenery and props.

53. All wiring should be approved and conform to recommendations of the National Electrical code. There must be no amateur wiring in any part of the school, and temporary wiring should be *only* temporary.

54. In various shops, such as woodworking or machine, have handy self-closing, metal cans for disposal of shavings, waste, oily rags, etc. Be sure cans are emptied daily.

55. Store flammable liquids in safety-type containers, and store paints, lacquers and thinners in covered cans in a metal cabinet. Only a limited amount of these materials—enough for active use—should be kept in shops.

56. Permit no obstructions in corridors, stairways, doorways or near entrances. Boxes, bookcases, pianos, tables, and bicycles are some commonly found obstructions.

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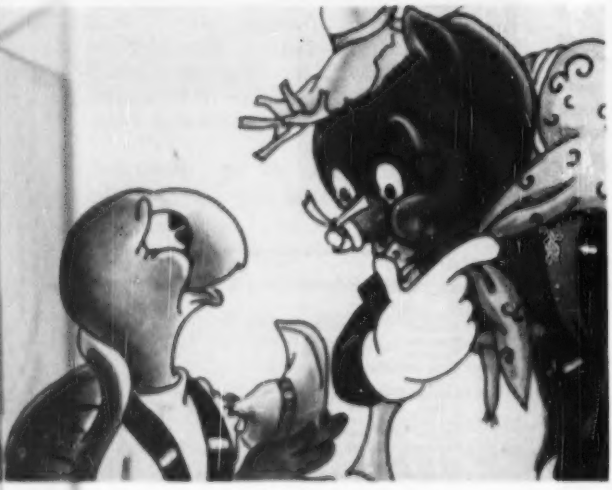
Other Safety Education Data Sheets now available are:

(1) Bicycles
(2) Matches
(3) Firearms
(4) Toys and Play Equipment
(5) Falls
(6) Cutting Implements
(7) Lifting, Carrying and Lowering
(8) Poisonous Plants
(9) Electric Equipment
(10) Pedestrian Safety
(11) School Buses
(12) Flammable Liquids in the Home
(13) Passenger Safety in Public Carriers
(14) Chemicals
(15) Hand Tools
(16) Nonelectric Household Equipment
(17) Sidewalk Vehicles
(18) Camping
(19) Alcohol and Traffic Accidents
(20) Cooking and Illuminating Gas
(21) Solid and Liquid Poisons
(22) Safety in the Gymnasium
(23) Laboratory Glassware
(24) Places of Public Assembly
(25) Fireworks and Blasting Caps
(26) Domestic Animals
(27) Swimming
(28) Small Craft
(29) Play Areas
(30) Winter Driving
(31) Night Driving
(32) Winter Sports
(33) Traffic Control Devices
(34) Safe Conduct in Electrical Storms
(35) Poisonous Reptiles
(36) Motor-driven Cycles
(37) Animals in the Classroom
(38) Railroad Trespassing
(39) Bad Weather: hazards, precautions, results
(40) School Parties
(41) Home Workshops
(42) Horseback Riding
(43) Hiking and Climbing
(44) Hook and Line Fishing
(45) Summer Jobs—Farm
(46) Safety in the Woodshop

Data Sheets from Safety Education are available for a small fee from the National Safety Council, 425 N. Michigan Avenue, Chicago 11, Ill.

PONTA-SAN DIRECTS TRAFFIC

Part Two

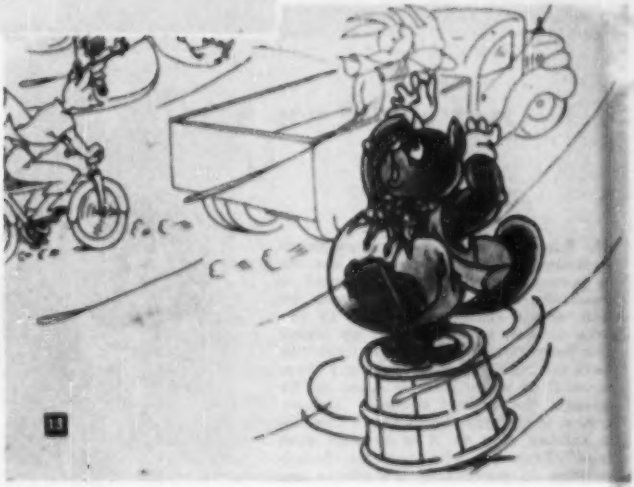


9. *Kame:* "Oh, Ponta-san, to tell you the truth it's been taking me a long time to get across the street and I've still a long ways to go. While crossing, cars came, trucks came and then my progress was disturbed by those busy kids."
Ponta: "I see. . . . You know what they say, if you try to take a short cut you'll wind up taking the long route. Slowpokes like you, in fact, everyone, should cross the street at the pedestrian crossing zone."
Kame: "That's true, but, you see, Ponta-san, there is no clearly designated crossing zone here."
Ponta: "Well, that's a problem. Since there's no traffic police around, you know what I'll do? I'll direct traffic for you."

10. Ponta, who likes to stick his nose into other people's business and end up taking responsibilities, got into the middle of the intersection and started directing traffic. Having received certain instructions from Wanko a little while back, he flapped his new snow-white gloves in the air.

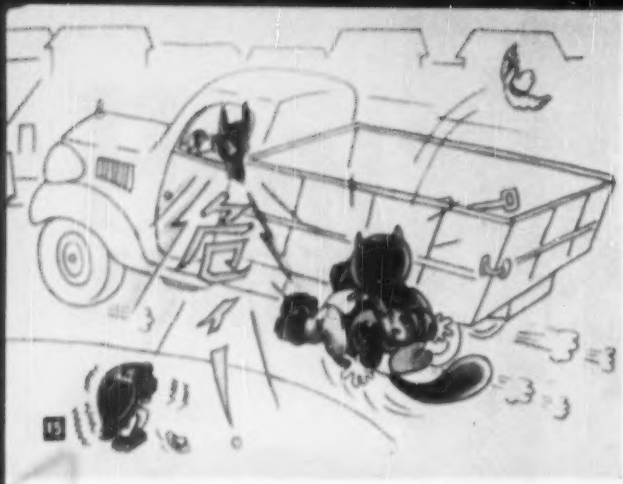
11. *Kame:* "Whew, thanks to Ponta-san I'll be able to get over to the other side safely."
So mumbling to himself, Kame-san proceeded across the street step by step. But with his small steps, it was taking him a long time to make any headway.

12. The drivers of the cars and trucks started to toot their horns and they shouted at Kame-san.



13. And then the wind came swooshing down and blew Ponta's cap towards the waiting cars. Little Kame-san who had barely reached the other side yelled out.

14. Ponta, unconscious of the cars that started to move hither and yon, looked for his cap. As he sighted it, he dashed in between the cars. Kame-san yelled, "Look out!" But it was too late.



15. In order to dodge the encoming truck Ponta slipped in the mud, the truck slipped too. "What are you doing!" yelled Okami-san who was driving the truck.

16. Kame-san being very philosophical exclaimed: "Because the seed has life it grows." Kame-san felt obligated to Ponta for the favor he had done for him, so he continued saying: "If you take a short cut you'll end up taking the long route. You should never go between vehicles. And on rainy days as well as when there is snow on the ground, the ground becomes slippery and it is as difficult for cars to come to a sudden stop as it is to stop your legs." Ponta-san who spent his lifetime savings in purchasing the gloves not only was hurt but was very sad.

17. Where is the pep that Ponta had?
Now trudging down the darkening road.
Homeward bound was Ponta-san.
Remember now, walk on the right.
Be careful, be careful.
Ponta: "Ouch, what bit me? Ohh, a one-eyed monster. Hummph, don't you know your traffic rules?"

(Concluded next month)

October, 1950

Lower Elementary Safety Lesson Unit

SCHOOL AND COLLEGE DIVISION—NATIONAL SAFETY COUNCIL—CHICAGO 11, ILL.

Teaching language arts, social studies and safety

Sketch S9044A

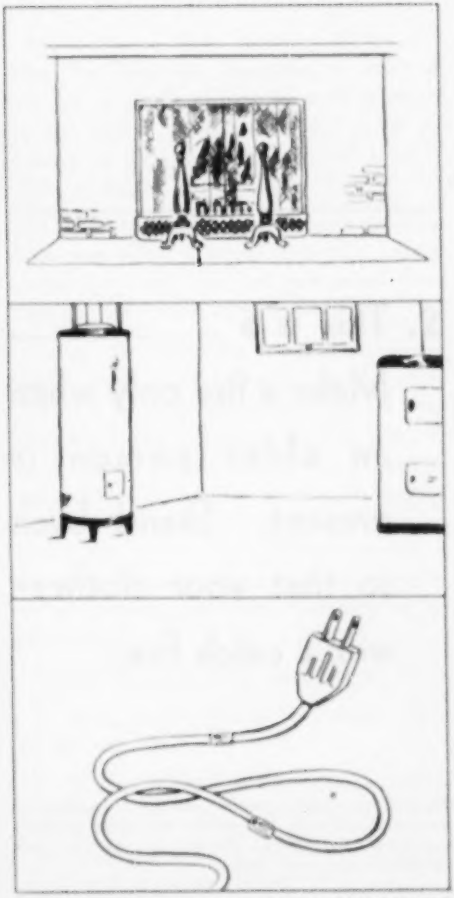
Can You Smell Hazards?

FIRE SAFETY

Copy and—

Tell What Is Safe About:

1) this fireplace, 2) this basement, 3) this electric cord.



These are things that your nose smells

Underline the things that mean danger

smoke	food
gas	paint
flowers	gasoline

Let's Talk About the Sketch

1. Do you think that the dog on the sketch is smelling a fire? How do firemen find out about fires?

2. Will your nose tell you about a fire even when you don't see it?

3. If your nose should tell you something is burning, should you (a) pay no attention to the smell, (b) look to see what it is and report it to an older person?

4. What is a fire hazard? What other hazards in addition [illegible] you smell?*

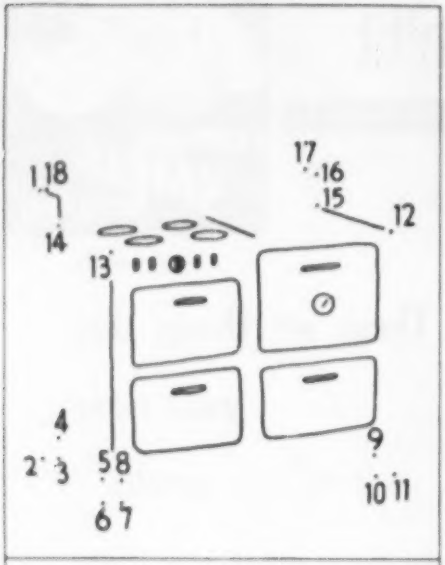
*Escap[illegible] stove or gas pipe, which might explo[illegible] and flammable liquids, such as gasoline, [illegible] cause an explosion.

Answers to "Tell What Is Safe About These Dangers":
1. The stones keep the sparks within the fireplace.
2. There is no trash to catch fire by spontaneous ignition or from overheating. 3. The cord with no cover is about to cause a fire because it is not safe.

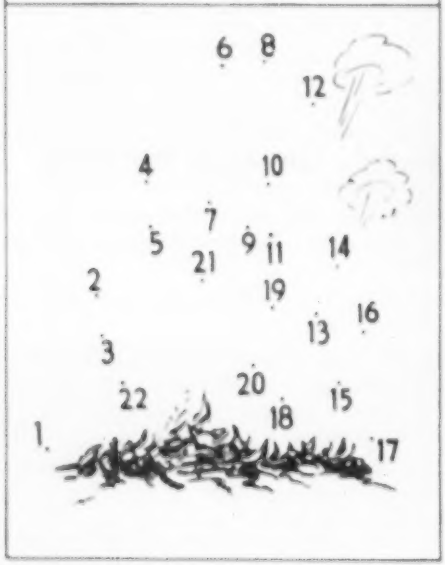
Prepared under the direction of Helen Halter Long, principal, Chatsworth school, Larchmont, N. Y.
1 to 9 copies of this unit, 5 cents each. Lower prices for larger quantities. Printed in U.S.A.

Fire Safety Picture Test

Copy and—
Complete the pictures by connecting the dots. Fill in the blanks.



1. This is a _____.
Play away from it. Be careful not to tip over pots and pans.



2. This is a _____.
Make a fire only when an older person is present. Stand back so that your clothes* won't catch fire.

*Note to teachers: It might be interesting to explain or demonstrate to children the way in which different kinds of cloth catch fire. Sheer, net or *fuzzy, napped* fabrics are more dangerous than hard finished or closely woven materials. Candles or torches should never be used for decorating purposes nor carried by children. Electric illumination is just as effective and much safer.

Answers to "Fire Safety Picture Test"—1. Stove. 2. Bonfire.

October, 1950

Upper Elementary Safety Lesson Unit

SCHOOL AND COLLEGE DIVISION—NATIONAL SAFETY COUNCIL—CHICAGO 11, ILL.

Teaching language arts, social studies, science, art and safety

Sketch S9044A

Can You Smell Hazards?

FIRE SAFETY

What Fire Prevention Week Means

Fire Prevention week, sponsored by the National Fire Protection Association, is observed each year in October during the week in which the date October 9 occurs. This date is the anniversary of the great Chicago fire of 1871 in which 107 persons were killed.

In 1948 the death total from burns, including scalds, was 8,600. Can you figure the average number of persons who died each month from burns in 1948? How many died each day?

During Fire Prevention week people should make a special effort to examine their fire safety habits and try to do something to prevent their families from being in fires. Of course, fire prevention should be important all the year round. But in the fall of the year, we burn leaves, grass and rubbish, all dry after long spells of going without rain, and so we emphasize fire safety at this time. Each member of your class might check on the following fire safety precautions in his own home:

1. Are there any frayed electric cords?

2. Have rubbish and trash been removed from the attic and cellar?

3. Is a metal container rather than a wooden or cardboard one used for waste paper?

4. Are matches kept in closed metal boxes out of the reach of younger children?

Let's Talk About the Sketch

1. What is a fire hazard?

2. What kinds of hazards can you smell?* What should you do when you smell a hazard?

3. How do firemen learn about fires in your community? About how long does it take them to arrive at a fire?

4. What can you do to co-operate with the fire department during Fire Prevention week?

*fire, gas, gasoline.

Fire Prevention Projects

Courtesy National Fire Protection Association

1. Draw pictures urging people to prevent forest fires and weed or grass fires by (1) making sure the match is out before throwing match away, (2) crushing out pipe ashes, cigars and cigarettes, (3) drowning campfires, stirring and drowning again.

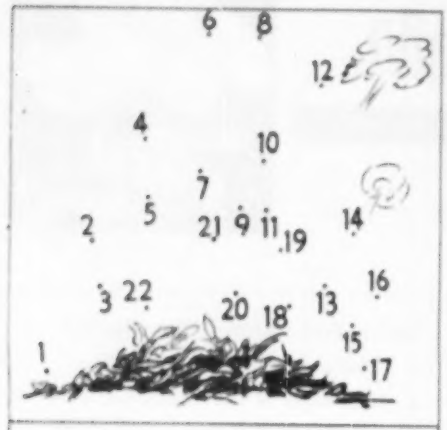
2. List all the things in your school that help to protect you from fire. Make pictures of these fire lifesavers.

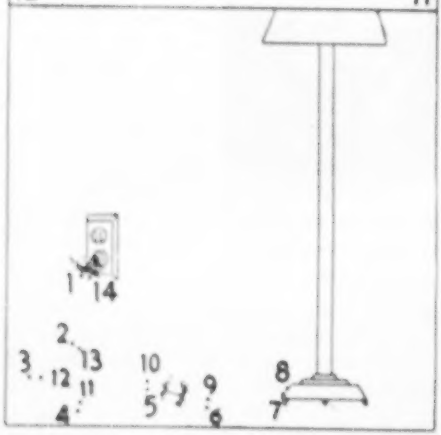
3. Plan a fire safety talk for kindergarten and first grade children. On the basis of your own experience you may be able to teach them some things about fire safety.

Prepared under the direction of Helen Halter Long, principal, Chatsworth school, Larchmont, N. Y.
1 to 9 copies of this unit, 5 cents each. Lower prices for larger quantities. Printed in U.S.A.

Fire Hazard Picture Test

Copy and—
Connect the dots to complete the pictures.
Tell a safety rule for each hazard.





A Science Fire Safety Test

Copy and—
Mark *true* or *false*

_____ **1.** It is safe to attach several large electric appliances to the same outlet if the cords are plugged in tightly.

_____ **2.** Even if you learn something about electricity at school, you should not attempt any electrical repair work at home.

_____ **3.** An oily dustcloth thrown in the corner of a closet can start to burn by spontaneous ignition without contact with match or fire.

_____ **4.** When the insulation is worn on an electric cord and it looks frayed, the result may be a short circuit and a fire.

_____ **5.** Gasoline and benzine explode only if a match is lit near them.

_____ **6.** It never is safe to quicken a fire by throwing gasoline or kerosene on it.

_____ **7.** Throw a used match away only after it is cool enough to touch.

_____ **8.** Lightning rods have proved useless on farm buildings.

_____ **9.** Water will put out a grease fire in a skillet.

Answers to "Fire Hazard Picture Test" (note: answers are possible answers to correct—i.e. Have buildings only when adults are present. Don't get too close to a bonfire. Remember that dirty, trapped, dusty fabrics burn easily. 2. Always place a fireplace screen in front of a fireplace. Even when a fire seems to be out, smouldering may reignite it and a fire may start. 3. Replace frayed electric cords before worn out cords may cause a short circuit and fire.

Answers to "Science Fire Safety Test"—1. F; 2. T; 3. T; 4. T; 5. F; 6. T; 7. T; 8. F; 9. F

Junior High Safety Lesson Unit

October, 1950

SCHOOL AND COLLEGE DIVISION—NATIONAL SAFETY COUNCIL—CHICAGO 11, ILL.

For use in social studies, English, science, home economics, guidance and homeroom

Sketch S9045A

Give the Specialist a Chance!

FIRE SAFETY

Fire Safety Test

Copy and—
Mark *True* or *False*.

_____ **1.** The presence of spectators at a fire helps the firemen to control the fire by boosting their morale.

_____ **2.** It is one's duty as a citizen to try to put out a fire himself before calling the fire department.

_____ **3.** If you happen to be a spectator at a fire, you should stand out of the way to watch.

_____ **4.** Don't waste words when reporting a fire; just say "Fire" to the operator and hang up to return to fight the fire.

_____ **5.** If you turn in a signal from an alarm box, you should stay at the box until the firemen arrive.

_____ **6.** Never call the fire department until *after* you have used all available fire extinguishers unsuccessfully.

_____ **7.** It is safest to employ an approved electrician for electrical repair work.

_____ **8.** Cigarette lighter fluid is highly flammable—if some is spilled on clothes which are near fire, the clothes may burst into flame.

_____ **9.** Cleaning with gasoline is safe because the vapor tends to settle below the breathing level.

_____ **10.** Sheer, net or *fluffy, napped* fabrics are more dangerous than hard finished or closely woven materials.

_____ **11.** If you are awakened by the smell of fire and the door is hot, don't open it.

_____ **12.** If all exits are cut off by fire, jump *immediately* from the window.

_____ **13.** If a grease fire starts in a skillet, pour on water.

_____ **14.** If a person's clothing catches fire, wrap him in a rug, coat or woolen blanket, beginning the wrapping at the neck.

_____ **15.** Oily rags and mops cannot ignite spontaneously if they are in contact with air.

_____ **16.** If your clothing should catch fire, remember that running is the worst thing that you can do because it fans the flames; roll on a rug or the ground and call for help.

_____ **17.** If you should happen to spill any gasoline or kerosene on your clothes, heat might cause them to ignite.

_____ **18.** When you go to the movies or other places of entertainment, it is wise to make it a habit to notice the nearest fire exit.

_____ **19.** Keep campfires small and keep leaves away from the fire.

_____ **20.** When leaving a campfire, if you notice that it is small you may go without worrying about the fire spreading.

Answers to "Fire Safety Test"—1. F; 2. F; 3. F; 4. F; 5. T; 6. F; 7. T; 8. F; 9. F; 10. T; 11. T; 12. T; 13. F; 14. T; 15. F; 16. T; 17. F; 18. T; 19. T; 20. F.

Answers to "Analyzing Fire Causes"—1. 12,700, replace frayed electric cords; 2. 12,600, clean basements and attics regularly before large amounts of rubbish accumulate; 3. 10,200, do not try to dry clothes at home—send garments to the cleaners; 4. 91,000, discard a match only when you are sure it is out; 5. 27,600, never fill a kerosene lamp in a room where there is an open flame; 6. 49,700, have your furnace checked at least once a year; 7. 8,100, place only caps in a covered metal container; 8. 23,800, be sure that your fire is not so hot that it will overheat chimneys or flues.

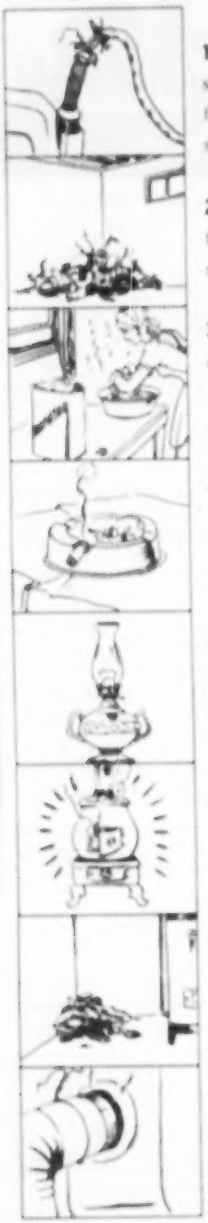
Prepared under the direction of Forrest E. Long, chairman of the department of secondary education, New York University, New York, N. Y., and Helen Halter Long, principal, Chatsworth School, Larchmont, N. Y.
1 to 9 copies of this unit 5 cents each. Lower prices for larger quantities. Printed in U.S.A.

Analyzing Fire Causes

A Skill activity in using a statistical table

Copy and—

Under the heading "An Analysis of Fire Causes" copy the material opposite each picture. Fill in the blanks by referring to the statistical table on this page. Think through your general safety knowledge to make a safety suggestion.



1. Electrical causes (fixed services) resulted in _____ fires in 1948. My safety suggestion is _____.

2. Rubbish caused _____ fires in 1948. My safety suggestion is _____.

3. Flammable liquids caused _____ fires in 1948. My safety suggestion is _____.

4. Smoking and matches caused _____ fires in 1948. My safety suggestion is _____.

5. Lamps, lanterns and oil stoves caused _____ fires in 1948. My safety suggestion is _____.

6. Defective or overheated heating equipment caused _____ fires in 1948. My safety suggestion is _____.

7. Spontaneous ignition caused _____ fires in 1948. My safety suggestion is _____.

8. Defective or overheated chimneys and flues caused _____ fires in 1948. My safety suggestion is _____.

BUILDING FIRES—1948

Cause	Total
Chimneys, flues—defective or overheated	25,800
Sparks on roof	25,500
Defective or overheated heating equipment	49,500
Rubbish	52,400
Combustibles near heaters	7,400
Open lights, flames, sparks	52,000
Hot ashes, coals	8,400
Smoking and matches	91,000
Children and matches	24,200
Electrical, fixed services, fires due to misuse, or faulty wiring and equipment	52,700
Electrical power consuming appliances	17,500
Flammable liquids, misc., including home dry cleaning and starting fires with	16,200
Torches, welding, cutting, plumbers, etc.	5,400
Lamps, lanterns, oil stoves	25,600
Gas and appliances	4,100
Grease, tar, etc.	10,000
Spontaneous ignition	8,100
Lightning	22,200
Thawing pipes	1,900
Sparks from machinery, friction	2,500
Incendiary, suspicious	5,000
Miscellaneous	46,000
Unknown	41,800
Explosions	6,900
Exposure	11,900
Total	570,000

Source: *National Fire Protection Association Quarterly*, Oct. 1949, p. 142.

Fire Prevention Week Projects

1. Using the headings of the table on this page, classify the fires that happened in your community last year. The fire department may have the list of causes of your community fires.

2. List as many of the fire precautions and protections in your school as you can. Include such basic protection as enclosed fire-resistive stairways, outward swinging panic bolt doors and automatic sprinkler systems, as well as such extra fire safety aids as exit signs, fire extinguishers, regularly cleaned storage space, covered metal containers for shop trash, etc.

3. Make fire prevention safety slogans, such as "Don't let cigarettes go out alone," "Better repair the furnace than the whole house," "The head of a match can't think—think for it!"

4. Write a two-paragraph essay on the following topic or a topic of your choice. Suggested topic: *Give the Specialist a Chance*. Include a paragraph on each of the following points: (1) Late alarms cause greater fire losses. People should call the fire department before they try to put out the fire themselves. Five minutes difference may be vital. (2) Crowds of spectators at a fire may keep the firemen from using their equipment to best advantage.

5. Plan a home fire safety forum. Consult your local safety council or write to the National Safety Council, 425 N. Michigan Ave., Chicago 11, Ill.; the National Fire Protection Association, 60 Batterymarch St., Boston 10, Mass.; and to the National Board of Fire Underwriters, 85 John St., New York 7, N. Y., for materials. Interview your home economics teacher about fire safety in the kitchen; your science teacher about the fire safety features of various heating systems; your shop teacher about fire safety in the home and school workshops. Ask an electrician to tell you about the dangers of fire from electrical causes. Ask a fireman to tell you about violations of home and school fire safety measures.

October, 1950

Senior High Safety Lesson Unit

SCHOOL AND COLLEGE DIVISION—NATIONAL SAFETY COUNCIL—CHICAGO 11, ILL.

For use in English, American history, American problems, guidance and homeroom

Sketch S9045A

Give the Specialist a Chance!

FIRE SAFETY

An Exercise in Reading Social Problem Material with Comprehension

Read this page with attention to the main points in this review of fire safety. Then without turning back to this page, answer the comprehension test on the next page.

Fire-Fighting Specialists

We live in an age of specialization. New and improved methods have taken most of the jobs, formerly done by the average man, out of his hands and into the hands of the experts. Almost all men's suits are made outside the home; almost all bread is baked outside the home; almost all furniture is made outside the home—the list is endless. At one time fire fighting was done by the average man with the assistance of his neighbors. You may have seen pictures of the bucket brigades of family and neighbors attempting to fight a fire.

But today (with the exception of isolated farms) fire fighting has become a specialist's job. The fire specialist has the knowledge and the equipment to fight various types of fires, using chemicals as well as water. The fire specialist is trained in methods of rescue. No longer is the presence of people from the community an asset to fighting a fire. In fact, their presence has in many cases proved to be a liability. They may get in the way of the firemen; they may crowd too close to the fire and divert the attention of the firemen to their safety at a time when fire-fighting efforts should be unhampered.

Fire chiefs also seem to feel that one of the greatest deterrents to successful fire fighting is the tendency of the average man to try to put out a fire himself before he reports it to the fire department. Somehow people fail to realize that the fire department prefers putting out small fires to putting out big fires, and that if one waits even an extra five minutes, that difference in time may mean the loss of an entire property.

Safety experts urge that the public "give the specialists a chance." In case of fire, call the fire department immediately and then stay out of the firemen's way at the scene of the fire.

Fire Safety Record

Since 1915 when safety statistics were first generally recorded, deaths from burns by chemicals, fire, steam, or any other hot substance and deaths resulting from conflagration have totalled 7,000 or more each year. In 1915, the total was 9,350; in 1942, the largest annual death toll from burns recorded, 10,450. In 1948, the total was 8,600. Considering our population increase, the 1948 figure shows progress in fire safety. In fact, the death rate for burns per 100,000 population was 9.7 in 1915, and 5.9 in 1948. That today's rate is still too high is apparent when we realize that on the average more than 20 lives are lost every day because of burns.

Property loss in fires during 1948 was estimated at $715,000,000 by the National Board of Fire Underwriters. This figure is 10 per cent more than the 1947 fire loss, and is the largest for any year on record.

Detailed estimates for 1947, made by the National Fire Protection Association, indicate that 18 per cent of the fires with known causes were due to smoking and matches, resulting in 10 per cent of the known losses. Misuse of, or faulty, electric wiring and equipment was listed for 11 per cent of the fires and 11 per cent of the losses. Defective or overheated heating equipment caused 9 per cent of the fires and 11 per cent of the losses.

Fires in dwelling occupancies were 58 per cent of all fires, but involved only 26 per cent of the losses. Fires in mercantile establishments made up 13 per cent of the fires, and included 25 per cent of the losses. Manufacturing plant fires were only 6 per cent of the total, but involved 20 per cent of the losses.

Fire Protection Label

The Underwriters' Laboratories, Inc., Chicago, Ill., is an organization which tests equipment and appliances, such as electric light cords, oil burners, kitchen stoves, irons, vacuum cleaners, hot water heaters, etc., which might involve a fire or life hazards. This organization is supported by the stock fire insurance companies and makes no profit.

Prepared under the direction of Forrest E. Long, chairman of the department of secondary education, New York University, New York, N. Y., and Helen Haber Long, principal, Chatsworth School, Larchmont, N. Y.
1 to 4 copies of this unit, 5 cents each. Lower prices for larger quantities. Printed in U.S.A.

Reading Comprehension Test

Copy and—
Underline the correct word or words.
Before answering these questions, read the material on the preceding page.

1. Fire fighting is a (specialized, unspecialized) occupation.

2. The presence of people of the community today at a fire is (an asset, a liability).

3. To keep working trying to put out a fire yourself before calling the fire department is (commendable, regrettable).

4. Since safety statistics were first recorded, deaths from burns, including conflagrations, average about (1,000, 7,000) every year.

5. The death rate from burns has (increased, decreased) since 1913 when safety statistics were first recorded.

6. Property loss in fires in 1948 reached a top total of approximately (70 million, 700 million) dollars.

7. *Three* of the most important causes of fires in 1947 were listed by the National Board of Fire Underwriters as (torches, welding and cutting; smoking and matches; misuse of, or faulty, electric wiring and equipment; lightning; defective or overheated heating equipment; gas and gas appliances; incendiary).

8. Fires in dwelling occupancies were 58 per cent of all fires and involved about (26 per cent, 80 per cent) of the property fire loss.

9. Fires that involved mercantile establishments and manufacturing plants involved (more, less) fire loss than fires in dwelling occupancies.

10. The Underwriters' laboratories test equipment and appliances, such as (pianos, electric cords, typewriters, oil burners, hot water heaters, mechanical pencils).

Why Not? A Fire Safety Knowledge Test

Copy and—
Write a reason for each question.

1. *Why not* leave a cigarette to burn on an ashtray?

2. *Why not* go back into a burning building for some valuable possession?

3. *Why not* light a match to look for something in a closet?

4. *Why not* speed up a slow fire with gasoline or kerosene?

5. *Why not* put three electric appliances on one outlet?

6. *Why not* let that partition near the stove, heating plant, or chimney get too hot for your hand?

7. *Why not* keep oily dust rags and dust mops in the closet?

8. *Why not* string extension cords under rugs or over hooks?

9. *Why not* repair frayed electric cords with friction tape?

10. *Why not* use gasoline or benzine for cleaning clothes at home?

Answers to "Reading Comprehension Test"—1. specialized; 2. liability; 3. regrettable; 4. 7,000; 5. decreased; 6. 700 million; 7. torches and matches; misuse of or faulty electric equipment; electric wiring and equipment; defective or overheated heating equipment; gas and gas appliances; incendiary; 8. 26 per cent; 9. more; 10. electric irons, oil burners, hot water heaters.

Answers to "Why Not?"—Note: Any sensible answer may be considered correct. 1. It may fall on a rug and start a fire. 2. People have been trapped and burned during this. 3. It may touch some piece of clothing and set a fire, or a piece of it may drop off and cause a fire. 4. There is danger of an explosion. 5. Overloading a circuit may result in overheating of the wires causing a fire. 6. It is too hot for your hand. The conscientious engineer will not allow heating systems should be checked and not forced to an unsafe level. 7. They may ignite by spontaneous combustion. 8. The cords may become frayed and cause a short circuit and a fire. 9. It is better to replace a cord than to repair it. 10. Gasoline and benzine vapors explode readily—possibly just from the friction of clothing the dry cleaner to be cleaned or from the ex-plosive light on the motor.

FOR A SECOND YEAR—

TWO... OUT OF FIVE!

by JENNIE SPADAFORA

IN 1946 and 1947 approximately two out of five children who died were killed in accidents. Official figures for 1948, which recently became available, unfortunately do not change this statement; they only verify and re-emphasize it.

The National Office of Vital Statistics recorded a total of 28,752 deaths from all causes in 1948 among persons 5 to 19 years old. Of these, 11,348, or 39 per cent, were caused by accidents. In 1947, accidents caused 40 per cent of the deaths in this age group.

In 1941, the last prewar year, accidents were responsible for 34 per cent of the fatalities in this age group. This does not mean, however, that accidental deaths increased in number between 1941 and 1948. In fact, they decreased from 13,258 in 1941 to the 1948 total of 11,348. The greater importance of accidents in 1948 was due to the large decrease in deaths from nonaccidental causes—from 29,278 in 1941 to 17,404 in 1948.

The second cause of death in 1948 among persons 5 to 19 years old was tuberculosis with a total of 1,688. Deaths from heart disease were almost as numerous—1,663.

The accompanying table gives the 1948 record for the important and well-known causes of deaths for each five-year age group from 5 to 19 years. It will be seen that the frequency of deaths for these causes fluctuates from one age group to another. As the population was nearly the same in the three groups, the death totals indicate roughly the relative frequency of occurrence.

MISS SPADAFORA is a member of the statistical division of the National Safety Council.

Among children 5 to 9 years of age, pneumonia caused the largest number of nonaccidental deaths, followed by cancer and other malignant tumors. However, deaths from accidents were more than three times as numerous as deaths from pneumonia and cancer combined.

Diseases of the heart, with 529 deaths, ranked next after accidents as a cause of death among children 10 to 14 years of age. Cancer, the next most important cause, was responsible for 329 deaths. Accidents, however, caused more than five times as many deaths in this age group as diseases of the heart and approximately eight times as many deaths as cancer.

The leading fatal disease among young people 15 to 19 years of age was tuberculosis with 1,190 fatalities. There were 797 deaths from heart disease, the next most important cause, and 503 from cancer. Again, accidents were the outstanding cause of death, accounting for more than twice as many deaths as the three leading nonaccidental causes combined.

Among school children 5 to 14 years old, particularly, medical science has proved its effective power. In 1930, 19 out of 100,000 of these children died of pneumonia and influenza; in 1948, only 4 out of 100,000 died of these diseases. In 1930, 12 out of 100,000 died of tuberculosis; in 1948, 2 out of 100,000. In 1930, 13 out of 100,000 died of appendicitis and 12 of heart disease; in 1948, less than 2 out of 100,000 died of appendicitis and 4 of heart disease.

In 1930, 36 out of 100,000 children 5 to 14 years died of accidents; in 1948, 25, an improvement of only 30 per cent.

SOME IMPORTANT CAUSES OF DEATH AT SCHOOL AGE, 1947 and 1948

Cause of Death	5-9 Years			10-14 Years			15-19 Years			5-19 Years		
	1948		1947	1948		1947	1948		1947	1948		1947
	Number of Deaths	Per Cent of Deaths	Per Cent of Deaths	Number of Deaths	Per Cent of Deaths	Per Cent of Deaths	Number of Deaths	Per Cent of Deaths	Per Cent of Deaths	Number of Deaths	Per Cent of Deaths	Per Cent of Deaths
Accidents	3,174	37	38	2,685	38	39	5,489	42	41	11,348	39	40
Typhoid and Paratyphoid	15	*	*	15	*	*	14	*	*	44	*	*
Scarlet Fever	20	*	*	8	*	*	3	*	*	31	*	*
Diphtheria	141	2	2	18	*	1	12	*	*	171	1	1
Tuberculosis (all forms)	216	2	3	282	4	5	1,190	9	12	1,688	6	8
Malaria	5	*	*	3	*	*	2	*	*	10	*	*
Syphilis	4	*	*	13	*	*	48	*	*	65	*	*
Measles	173	2	1	40	1	*	27	*	*	240	1	*
Poliomyelitis, polioencephalitis (acute)	384	4	1	269	4	1	213	2	1	866	3	1
Cancer, other malignant tumors	410	5	5	329	5	5	503	4	3	1,242	4	4
Acute rheumatic fever	151	2	2	152	2	2	87	1	1	390	1	1
Diabetes mellitus	56	1	1	101	1	2	139	1	1	296	1	1
Diseases of the heart	337	4	4	529	7	8	797	6	6	1,663	6	6
Pneumonia (all forms)	491	6	6	301	4	5	383	3	3	1,175	4	4
Influenza	66	1	1	56	1	1	55	*	1	177	1	1
Appendicitis	186	2	3	185	3	3	212	2	2	583	2	2
Hernia, intestinal obstruction	71	1	1	46	1	1	69	1	1	186	1	1
Nephritis	207	2	2	242	3	3	418	3	3	867	3	3
Diseases of pregnancy, childbirth, puerperium	0	0	0	18	*	*	435	3	4	453	2	2
Congenital malformations	380	4	4	219	3	2	209	2	1	808	3	3
Suicide	2	*	*	45	1	1	311	2	2	358	1	1
Homicide	54	1	1	82	1	1	445	4	3	581	2	2
All other causes	2,128	24	25	1,454	21	20	1,928	15	15	5,510	19	19
All Deaths	8,671	100%	100%	7,092	100%	100%	12,989	100%	100%	28,752	100%	100%

Source: National Office of Vital Statistics.
*Less than one-half of one per cent.

EVERYBODY'S RESPONSIBILITY

by EDGAR FULLER

WE LIVE in a technological society—a hazardous society. The schools it supports should provide safety instruction to combat some of these hazards.

Just how schools should go about the job isn't clear. It is a special field of education in some respects; a general field in others. Our first impulse is to organize special required courses with specially trained teachers. In some fields, such as driver education, this works very well.

We have discovered, however, that the specialist approach has its limitations. Like other specialists, those in safety education may emphasize their own requirements so much that other values are not emphasized enough.

Some school systems are assuming their responsibilities with enthusiasm; and effective planning is emerging.

Statistical information on accidents shows that in the face of a steady increase of accidents among the adult population there has been a decrease in accidents involving school children. School safety programs have been important in bringing about this accident reduction trend among children.

In spite of such progress, however, we have much to do. There can never be an end to work on important phases of the curriculum, because what succeeds today may not succeed tomorrow. Conditions change. New needs arise. The very complexity of safety education testifies, perhaps to its importance, certainly to its broad scope.

Many early methods of safety instruction, some of which persist, prejudiced teachers and pupils against safety education. Slogans such as *Safety First*, extreme stress on *rules of safety*, artificial incentives in the form of buttons or ribbons or certificates, and contests soon reached a position of diminishing returns. These devices were, and continue to be, poor substitutes for teaching. When they are used, young people get the idea that safety means giving up things they like to do and doing things they dislike. Artificial incentives are never effective.

To have safety education assume its proper role in the curriculum we obviously need to concentrate on a better understanding of the accident problem, ways to initiate good programs and means to improve them in action. We need more research concerning all phases of the problem.

Schools should keep proper records of accidents that happen to children, and utilize more information on accidents pertaining to adults, too.

All teachers and administrators need answers to such questions as: Are accidents happening to children because of (1) lack of information, (2) lack of skill, (3) infraction of a rule, (4) hazardous areas, (5) lack of regulation, (6) lack of supervision, (7) improper attitudes, or (8) careless behavior? The instructional program should stress safe practices rather than dangers.

It is interesting to note that more recent literature on safety deals with concepts such as efficiency, enjoyment, and economy. There are fewer "don'ts" and compilations of statistics, although these are numerous enough. There is more effort to bring the social concept into the program on accident prevention so that young people will see that what affects one person is certain to affect others. Accidents may happen to any of us. Safety precaution is not something which is just good for the other fellow. Safety should widen experience and extend enjoyments to young children. Getting such concepts across requires the best of teaching, and is an approach which will have lasting effects.

A knowledge of the problem and techniques for teaching safety is not enough. As in other fields, the teacher must really understand and believe in the work. Without conviction and enthusiasm here, results are likely to be meagre. Those of you in leadership positions are challenged to lead teachers to develop both knowledge and a wholesome point of view toward the whole problem.

MR. FULLER is executive secretary, National Council of Chief State School officers.

Such leadership should be sought and developed. The leader may be a teacher, a principal, a superintendent or a custodian. The influence of any of these who has a strong interest in safety education may be far reaching. There are situations where such enthusiasm and effective work keep a whole faculty alert. Effective ideas and programs in education may originate anywhere in the system. Teachers and staff members learn from each other whether or not there is formally organized and co-ordinated supervision. In exceptional situations the chief administrator may be the last to become interested in a program.

The successful safety program requires continuous planning. It is not something that, when organized and started, moves smoothly without attention. The planning process can be made to include new people from both school and community as it continues from year to year. A good motto would be "What is Past is Prologue," because "new" programs are often not new at all. It is merely because earlier programs have been allowed to lapse that they often seem to be new.

How SAFETY Became a Top Interest

by MAY F. HAZARD

THE teen-agers at Copernicus Jr. High school, Hamtramck, Michigan, set up an effective safety program and enjoyed it.

Hamtramck, a highly industrialized city of about 50,000, is unique in that it is an island city completely surrounded by Detroit and Highland Park. This fact complicates the traffic pattern. Because of this, the schools have taken an active part in safety education.

Copernicus Jr. High school met this challenge by forming a student safety commission, whose duty it is to plan, promote, and direct all phases of safety education.

This commission, composed of elected representatives from grades 7A to 9A, works in close conjunction with the student council and the student court. Thus, in addition to meeting its immediate problems, the commission affords an experiment in democratic participation.

Parents and community leaders co-operated. The barrier between school and community was breached.

Attractive pins were designed by the students. Nearly a thousand green and white buttons were distributed. Thus, the natural desire of young people to wear visible symbols of belonging was exploited to make the group safety conscious.

Monthly, the safety commission and its faculty sponsor planned some kind of activity. Every department in the school participated. Safety was not taught as a separate subject, but rather as a part of the over-all educational process. In the best of progressive tradition, students learned while doing.

In the English department contests were held to select the best letter to parents asking their co-operation in the safety drive. Essays on safety were sponsored.

Halloween safety standards were drawn up in all the social science classes and the best set was adopted by the student council, and bulletins sent home appraised the parents of the safety code.

A courtesy drive parallelling inside with outside traffic was emphasized, and pupils came to realize that courtesy helps prevent accidents.

Many creative safety skits were produced in the dramatics department and given over the public address system.

There were contests in slogan writing, which resulted in three hundred slogan placards being placed in the windows of stores and offices in the community.

Indicative of the safety-conscious attitude among the students, two girls created a safety bug — they held a contest and named it Sammy, the Copernicus safety bug.

Another example of aroused student's interest was the radio time procured by one of the Crusaders. In April, three students engaged in a panel discussion on "The Importance of Safety Education" over Station WJLB. The day following the radio program, English classes discussed the talk.

The effectiveness of the program was shown by a decrease in teen-age accidents in the community at large. As for Copernicus, the green pennant is still flying!

MISS HAZARD is safety sponsor, Copernicus Jr. High school, Hamtramck, Mich.

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Views and REVIEWS

SAFETY TEACHING AIDS

BOOKS AND PAMPHLETS

HOT ROD. Henry Gregor Felsen. 188 pp. New York, N. Y.: E. P. Dutton & Co., Inc. 1950. $2.00.

Of this pioneer book which presents safety in the form of a highly entertaining novel, Ned H. Dearborn, president of the National Safety Council, says:

"... it is our feeling that no teen-ager can read the book without retaining a safety lesson that will make a better and safer driver."

This statement is so true that nothing more need be said. But in addition to a moving story for teen-agers, the author has very successfully managed to include a subtle but persistent undertone, pointing out the great responsibility resting upon adults for the solution of a dangerous attitude or way of life, which is really the underlying principle of reckless driving.

The book should appeal to every teen-ager who has any interest whatsoever in a good, well-written story, for it is fast moving and thrill packed, plus being emotionally keyed to problems with which so many boys and girl of high school age are confronted today. These boys and girls, approaching manhood and womanhood, are faced with (as they think) adult problems demanding immediate settlement. But, as a rule, there is no immediate answer; thus very real disappointments and frustrations seek an outlet. One of these outlets seems to be fast, discourteous and reckless driving.

(No doubt in grandfather's day he had corresponding escape mechanisms, but in those days youthful independence was not quite so far advanced, nor was the motor vehicle so prevalent or accessible. Therefore, today's equivalent of yesterday's gay grandfather seems to be "completely out of hand," whereas a wheel-smashing carriage race was merely a "sporting event.")

So we come to Bud Crayne, hero of *Hot Rod*, and his way of meeting life. He meets it with a hot rod of his own construction and ideas of the same. His answer to all problems is a 100-mile-an-hour spin in the hot rod, for to him, an orphan, the car is his family, his friend, his self-confidence, and—as the author so well puts it—"his childhood blanket and his fuzzy bear."

The author at first does nothing to discourage the reader from thinking that Bud is in the right as long as he is fully capable of dealing (as he thinks) with high speed, for Bud is portrayed as an extremely competent driver and many of the readers may feel the same way about their own driving. Instead, the reason behind proper driving techniques is brought out gradually, with Bud doing his own thinking in that direction.

Bud has a following of every teen-age driver (and even boys still too young to drive) in his town; and his chief advice to them is power—not brakes—and how to outrace the police. Bud really believes this strange creed, and so do his devotees, until in fairly quick order Bud sees: two of his 12-year-old followers, who (barely able to reach the pedals) "borrowed" a car for a little ride, killed trying to escape the police by performing a "Bud Crayne turn"; himself, the driving king of his town, beaten by a novice driver in a state-administered, safe driving Roadeo, which, if he had won, would have given him the chance to win a college scholarship in automotive engineering; and a horrible accident (most graphically described) in which all eight of his closest companions, including the girl he thought he would some day marry, meet an extremely violent death playing a game with cars called "rat race."

These accidents, which Bud finally begins to feel were partly due to his example, plus his defeat in the Roadeo at the only thing he thinks he really knows—driving—cause him to change his mind on what makes a good driver. He enrolls in his high school driver education class and learns that safe driving rules are not just for sissies and that courtesy and thoughtfulness make *real* drivers.

The beauty of the story lies in the fact that Bud's conversion came the hard way and he needed plenty of convincing. If this situation had been handled in any other way, chances are excellent that some teen-age readers might be inclined to think Bud was right all along but had bad breaks; they might think that Bud had turned "soft," which he never did.

Bud learned his lesson but, as the author indicates, so much more is needed than reforming a relatively few bad drivers. Parents, teachers, and all adults concerned must recognize reckless driving as a form of frustrated expression, a protest against adult indifference to the problems of youth, which includes the fact that in many towns there just isn't anything for teen-agers to do for emotional release.

The two automobile accidents described clearly show very lax parental control or supervision when 12-year-olds can virtually steal a car and kill themselves, and the driver of one of the cars in the gruesome rat race is immune to traffic tickets because of a doting, ticket-fixing father.

Reckless driving will continue, in spite of all enforcing agencies, until adults are prepared to make a more livable world today for the adults of tomorrow.

FIRE SAFETY—*For Teachers of Intermediate Grades.* Fire Safety Series, No. 2. 32 pp. Illustrated. Washington, D. C.: National Council for the Social Studies and National Commission on Safety Education, National Education Association. 1950. Single copy, 50 cents. Quantity prices upon request.

This bulletin to help teach fire safety is the second of a series of four, designed for grades 1 to 12. It contains "practical suggestions for including fire safety as an integral part of the (intermediate) curriculum."

The make-up, design and illustrations form a very effective unit for teaching school, home and community fire safety.

A GUIDE TO TEACHING EFFECTIVE LIVING. Bulletin 4-B. 341 pp. Tallahassee, Fla.: Division of Instruction, State Department of Education. 1950.

This guide is a course in health and safety education for Florida's senior high schools. It was developed from the experience of various Florida educators.

The safety section carries a thorough coverage on learning how to drive (including attitude), traffic laws, home and school safety and co-operation among drivers, bicyclists and pedestrians.

EDUCATORS GUIDE TO FREE FILMS. Tenth annual edition. 392 pp. Compiled and edited by Mary Foley Horkeimer and John W. Diffor, M.A.; and educational consultant, John Guy Fowlkes, Ph.D. Randolph, Wis.: Educators Progress Service. 1950. $5.00

This bibliography has been reviewed previously in SAFETY EDUCATION. The tenth edition, however, contains new features, such as, 25.2 per cent new titles, new titles starred, elimination of titles restricted territorially or under controlled distribution, deletion of films withdrawn during the past year, etc.

As was mentioned in the previous review, this bibliography will prove valuable to every educator who wishes to add visual aids to the curriculum.

LOOK, LISTEN AND LIVE! (The story of "Dizzy" Dan.) 12 pp. Illustrated. Union Pacific Railroad Co. 1948.

This booklet describes a 16 mm. film by the same name, also produced by the Union Pacific. The book is complete in itself without the film, however, and is a contribution to nationwide efforts to reduce grade crossing accidents.

Since the book is written about the use of the family car and the death of a young driver who is engaged in a typical activity of "the gang," it appeals to the teen-age driver.

TRAINS, TRACKS AND PEOPLE. By Uncle Bob (locomotive engineer on the B & O). 14 pp. Illustrated. Baltimore, Md.: Baltimore and Ohio Railroad Co. 1950.

The story is about railroad safety for elementary pupils; it is written in language that children will understand, but it does not talk down to them. Railroad trespassing and its dangers, railroad signs and signals and the proper way to cross the tracks are well-presented.

The color drawings provide additional emphasis. There may be one possible criticism—one illustration shows a youthful trespasser behind bars and another being led to jail by a policeman. However, the illegality of trespassing because of danger to life and property needs to be brought home strongly.

BUTCH LEARNS TO LIFT. Bulletin No. 113. Bureau of Labor Standards. 16 pp. Illustrated. Washington, D. C.: U. S. Department of Labor. 1949. Limited number free from Bureau of Labor Standards. Quantities, 10 cents each, or $5 per 100 from Superintendent of Documents, U. S. Government Printing Office.

Safe lifting rules and techniques are given in this pocket-sized pamphlet which is popularly written and amusingly illustrated. Butch is the hero who learns the hard way.

BEGINNING GOLF. Bob MacDonald and Les Bolstad. Chicago, Ill.: National Golf Foundation. 1948. 35 cents per set of four. Special school and college price—lots of 10 sets or more, 20 cents per set. (Books are pocket-size, 3x4 inches.)

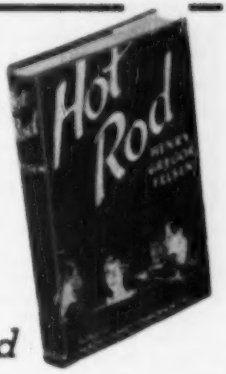
Unit 1—The Game—History—Etiquette. 72 pp. Illustrated.

Unit 2—The Grip, Stance and Swing. 56 pp. Illustrated.

Unit 3—The Iron Shots and Putting. 24 pp. Illustrated.

Unit 4—The Rules—Simplified. 64 pp. Illustrated.

A book of vital interest to teen-agers and their parents



BUD CRAYNE'S reckless driving made him the idol of his high school "gang." Speed was his religion. Brakes were for sissies. He could do 105 in his little "heap." Bud learns a ghastly lesson in a story so packed with suspense that to begin it is to read it spellbound to the end. For adults it will be a fascinating, horrifying presentation of one of our most pressing problems. It will do the teen-age driver more good than a thousand "lectures." *No one* can put it down once started. Educational value recognized by the National Safety Council. $2.00

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SE

Safety content is limited only in that the books tell the correct procedures and rules—the *right* way being the *safe* way.

STANDARD FOR PLACES OF OUTDOOR ASSEMBLY, GRANDSTANDS AND TENTS. (NFPA No. 102, Z20.3—1950, UDC 725.92: 614.8.) 20 pp. Boston, Mass.: National Fire Protection Association. 1950. 25 cents.

New developments in grandstand construction, and in the general field of outdoor places of assembly, are included in this latest edition of the *Standard*.

PLAYGROUNDS: *Their Administration and Operation*. Prepared for National Recreation Association by George D. Butler. Revised Edition. 459 pp. Illustrated. New York, N. Y.: A. S. Barnes and Co. 1950. $4.00.

Many books have been written on playground operation and administration, but very few, if any, of them—as does this volume—so definitely take safety into account as an integral part of the subject.

Playgrounds was originally published in 1936, but it is now revised and completely rewritten and considerable new material has been introduced. The book is designed for college and university students, for authorities administering playgrounds, and for individual playground workers. It is comprehensive and authoritive.

"The book indicates the enlarged function of the neighborhood playground, describes revised standards of playground space and leadership, introduces new and up-to-date programs, and discusses current methods of dealing with a variety of playground problems. Procedures represent practices followed by playground authorities in cities with outstanding playground service. It is above all a practical book, designed to cover every aspect of the program."

Safety is implied througout the book, and there is a complete chapter on safety and health. The safety education considered is broad in scope but gives sufficiently detailed treatment of the necessary fundamentals, such as attitude, playground safety patrols and similar organizations, skating areas and safety, safety activities, accident prevention, playground layout, hazards to avoid, inspection and repairs, supervision and safety instruction, and rules and regulations for proper use of playground apparatus.

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• VISUAL AIDS

PARDON OUR SPEED. Slide film. Hamilton, Ohio: Hamilton Safety Council. Color. 24 min. Produced by Ryan Hall and Robert Clark, former presidents, and present members of the staff of the Hamilton Safety Council.

Many phases of safety—home, fire, industrial, bicycle, school, material handling, truck transportation—are included in this slide film.

The story centers around one family, and how it learned that haste makes waste and makes safe acts hazard-filled. What happens during one day—started in haste and followed through with hurried abandon—to each member of the family is recorded.

This slide film is suitable for showing to school, as well as adult, groups.

• • • PLAYS

RADIO SCRIPT SAFETY PROGRAM. A play by sixth grade pupils, Franklin school, La Crosse, Wis. Supervised by Mildred Smith. Chicago, Ill.: National Safety Council. 1950. Free.

One of the sixth grade teachers of Franklin school in La Crosse, Wisconsin, sent in several plays written by sixth grade pupils.

Franklin school has been a health demonstration school for the past three years. An important part of its work has been creating the right health and safety attitudes in the children.

The sixth grade class, under Mildred Smith's direction, studied safety on the highways and byways as it applied to them. After studying the major causes of accidents in and near their age group, they decided that roller skating, bicycling, gun shooting and car driving headed the list.

These plays written by the sixth grade pupils were the culmination of their studies. Of course, the big thrill for them was the actual presentation over the local radio stations on two successive Saturday mornings.

Emma J. Erickson, principal of the school, has said that the project was very worth while because none of the youngsters has been involved in any accident of this nature since the project.

The National Safety Council has mimeographed these plays and they are available free of charge, upon request, by writing the School and College Division, National Safety Council, 425 N. Michigan Avenue, Chicago 11, Ill.

MAGAZINES — various publications recently received containing articles of current interest on safety.

How Can Cars Be Made Safer? *Popular Science*. July, 1950. p. 88 f.

Making the Death Seat Safer. George H. Waltz, Jr. *Popular Science*. July, 1950. p. 82 ff.

ALL ABOARD FOR SAFETY

Chicago, Ill.—Today's first-line defenses against the scourge of traffic injuries and deaths are many. A popular technique is the use of visual aids. The newest type is an illustration board for use with actual models of vehicles, intersections, railroad crossings and so forth.

Most of the various makes of boards and models are conveniently portable.

One of the new visual aids is flannel-covered and is said to combine the best features of a blackboard and flip-over chart. A special type of backing material is attached to any model or text (which may be cut out from magazines, newspapers, etc.), which then may be placed against the blackboard in any position desired. Backing material holds cut-outs securely in place on board until instructor wishes to remove them.

Another type of traffic board is more elaborate and, in addition to the moveable models, contains miniature traffic lights which actually operate. Varying combinations on the board can demonstrate all types of traffic accidents. Some of the combinations which may be laid out on the board are: a curved four-lane highway, cross streets, side roads, street with railroad crossing, sidewalks, sidewalk lines crossing streets, stop signs entering from all side streets. This board is not designed, however, for vertical presentation, as are the flannel board or metallic boards for magnetized models.

Magnetic boards and model vehicles, offered by at least two manufacturers, combine the advantage of horizontal and/or vertical use and three-dimensional models. The models are easily placed anywhere on the board, will not scratch or mar the board and remain firmly in position until it is desired to move them.

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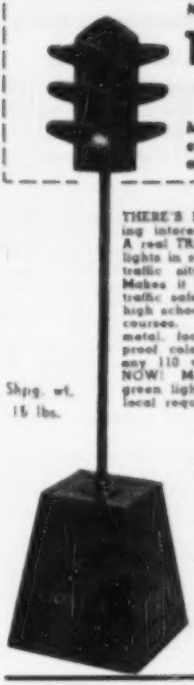

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SAFETY COUNCIL PATROL UNIVERSAL SAFETY with title Patrolman or Captain

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Lots of 25	30c each	Lots of 100	25c each

PATROL BOY RAINCOATS AND HELMET SETS

Dull finish black rubber, sizes 6 to 16.

Safety Patrol Caps made to order. Blue, Black and Red.

Write for our Safety Patrol Circular

OUR RECORD 50 YEARS

AMERICAN BADGE COMPANY

129 West Hubbard corner La Salle, Chicago 10, Ill.

TRADE PUBLICATIONS

The following publications are intended for the guidance of those responsible for the purchase of equipment to promote safety in the school. The coupon below will bring FREE to responsible school personnel any or all of those listed.

1. **Safety Patrol Equipment**: An illustrated "open letter" to safety patrol directors. Informative, it describes many safety patrol items. Completely illustrated in two colors. A complete list from badges to raincoats, prices included. M. Graubard.

2. **Gard-Lite Protection**: An illustrated brochure on proper usage of Gard-Lite for aiding children in crossing the street. Has flashing amber light, is portable, easily stored, battery powered, easy and economical to operate. Socket provided for recharging battery. Streeter-Amet Co.

3. **Fire Exit Latches**: A catalog completely illustrated and partially diagrammed explaining features of fire and panic exit latches. All types fully explained. Complete numerical index for easy location of each type. Vonnegut Hardware Co.

4. **Mercurochrome**: A complete booklet on mercurochrome which takes reader from a description of the drug including chemistry and dispensing notes, through the entire story. Its many uses described, many instances of use presented. Actual cases presented with doctor's name and origin of quotations. Hynson, Westcott & Dunning, Inc.

5. **Teaching Safety**: A pamphlet giving description of portable model of traffic light, for use in teaching small children when and when not to cross streets. Diminutive of regulation traffic light, operates on electricity. Pamphlet also contains specifications. School Safety Light Corp.

6. **Safe-Driving Teaching**: An illustrated pamphlet describing magnetic board for teaching and developing safe driving of automobiles and trucks and as demonstrator of accidents. Metal models of autos and trucks held in place at any angle by magnetic force. Magno Saf-T Board.

7. **School Safety Patrols**: An illustrated brochure presenting different types of equipment used and types available for use by members of boys' school safety patrols. Complete listing of all items. Also describes different types of flags and pennants. American Badge Co.

SAFETY EDUCATION — OCTOBER, 1950

425 North Michigan Avenue, Chicago 11, Ill.

Please have sent to me the publications checked.

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐

Name .....

Title .....

School .....

Address .....

City .....

Roads are striped on some of the boards with colored acetate tape; others feature colored soap crayons for this purpose. Another manufacturer includes a typical street setup on one side of the board, with a blackboard finish on the other side for drawing special situations. Calibrated lines are included for producing layouts to scale.

POSITION CHANGE

Washington, D. C. — Robert W. Eaves, who has been executive secretary of the National Commission on Safety Education since its inception, was recently elected by the executive board, Department of Elementary School Principals, National Education Association, as executive secretary of the department. Dr. Eaves succeeds Eva G. Pinkerton, who becomes secretary emeritus of the department.

COMING EVENTS

Sept. 12-15, San Francisco, Calif. International Association of Fire Chiefs (Fairmont hotel).

Sept. 24-28, Chicago, Ill. Association of School Business Officials (Hotel Sherman).

Sept. 28-29, Tampa, Fla. Governor's Highway Safety Conference. Contact Nat H. Rambo, executive secretary, 54 Caldwell Bldg., Tallahassee, Fla.

Oct. 2-4, Nashville, Tenn. Third Annual Governor's Safety Conference. Sessions cover industrial, school, traffic, and farm safety. Contact Nolen H. Puckett, executive secretary, Tennessee Safety Council, 409 — 7th Avenue, N., Nashville 3, Tenn.

Oct. 2-6, Cleveland, Ohio. National Recreation Association (Hotel Statler).

Oct. 16-20, Chicago, Ill. National Safety Council. 38th National Safety Congress and Exposition (School and College sessions, Morrison hotel). Wayne P. Hughes, director, School and College Division, National Safety Council, 425 North Michigan Avenue, Chicago 11, Ill.

Nov. 3, St. Louis, Mo. American Public Health Association (Kiel auditorium).

Nov. 16-17, New York, N. Y. Fifteenth Annual Regional Highway and Motor Vehicle Conference (Hotel Roosevelt).

Nov. 27-29, New York, N. Y. American Standards Association (Waldorf-Astoria hotel).

Ever doodle like this?

WHEN YOU'RE DAYDREAMING perhaps you, like most people, find yourself doodling pictures of the things you want most.

Maybe there's a house you have in mind you'd like to build.

Or you're wondering which college you'd like your child to attend a few years from now. Or maybe you'd like to own a *brand-new* automobile someday.

One sure way to take your daydreams out of the doodling stage—and make 'em come true—is to set aside part of your salary regularly in U. S. Savings Bonds.

So sign up on the Payroll Savings Plan where you work, or the Bond-A-Month Plan where you have a checking account.

Start making your daydreams come true *right now!*

Automatic saving is sure saving—U.S. Savings Bonds

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use MERCUROCHROME* for first aid

Do not neglect wounds, however small; even scratches and small cuts may become infected if they are not properly treated.

'Mercurochrome' (H. W. & D. brand of merbromin, dibromoxymercurifluorescein-sodium) is one of the best antiseptics for first aid use. It is accepted by the Council on Pharmacy and Chemistry of the American Medical Association for this purpose.

The 2% aqueous solution does not sting and can be applied safely to small wounds. Children do not hesitate to report their injuries promptly when 'Mercurochrome' is the household antiseptic, because they know that they will not be hurt. Other advantages are that solutions keep indefinitely and the color shows just where it has been applied.

Doctors have used 'Mercurochrome' for more than 28 years.

Keep a bottle of 'Mercurochrome' handy for the first aid care of all minor wounds. Do not fail to call a physician in more serious cases.

*Reg. U. S. Pat. Off.

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